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ABSTRACT

An evaluation was made of 38 programs being carried on in Tennessee colleges and universities in 1969 under Title I, Higher Education Act of 1965. During the first four years, 22 Tennessee institutions were involved in 69 proposals, and received a total of $676,385.15 in funds through June 30, 1969. Eight other subcontracts were also awarded to complete Fiscal Year 1966 Proposal Number One (statewide project on identification of community needs). Such areas of concern as leadership training, parent education, urban planning, public health and sanitation, traffic safety, legal services, adult basic education teacher training, school maintenance, and provision of public officials with technical assistance and professional training were taken up in local and statewide projects. Six major problems were uncovered: (1) Congressional funding and legislative uncertainties; (2) weak institutional commitments to community service; (3) resistance to opening channels of communication between "town and gown"; (4) a dearth of strong proposals balancing the aims of Title I; (5) status of faculty engaged in community service and continuing education; and (6) inadequate procedures for measuring the impact of the programs. (LY)

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Community Service
and Continuing Education Programs

ED047256

THIRD PROGRESS AND EVALUATION REPORT

A Summary of Activities in Tennessee
under Title I of the Higher Education Act of 1965

STATE AGENCY FOR TITLE I
The University of Tennessee
DIVISION OF UNIVERSITY EXTENSION

Distinguished Past...
Dynamic Future...

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December 12, 1969

THIRD PROGRESS AND EVALUATION REPORT

A Summary of Activities in Tennessee
under Title I of the Higher Education Act of 1965

Compiled by the

State Agency for Title I

(The University of Tennessee)

and

Presented to the

State Advisory Council

An Historical and Evaluative Report of Programs
for Fiscal Years 1966, 1967, 1968, and 1969:
July 1, 1968 to June 30, 1969

December 12, 1969

TITLE I OF THE HIGHER EDUCATION ACT OF 1965:

ORGANIZATION IN TENNESSEE

State Agency for Title I--The University of Tennessee

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Fiscal Control of the Program

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Mr. J. Howard Warf, Commissioner of Education, Nashville; Chairman, State Board of Education

Dr. James S. Wilder, Jr., President, Lambuth College, Jackson

INTRODUCTION

Title I Programs

Since July 1, 1968, the State Agency staff for Title I of the Higher Education Act of 1965 has been busy in the administration and development of continuing education and community service programs under the Tennessee State Plan. A few of the twenty-one proposals approved in the fiscal year 1966 annual program amendment, half of the twelve proposals approved in the fiscal year 1967 annual program amendment, and ten of the eighteen proposals approved in the fiscal year 1968 annual program amendment were still in progress during fiscal year 1969.

As was mentioned in the 1967-1968 annual report, the fiscal year 1969 annual program amendment was developed and submitted to the United States Office of Education on June 27, 1968; it was officially approved in Washington on September 9, 1968. The State Agency recommended that eighteen proposals be approved by the State Advisory Council for FY 1969 federal funding. The first twelve proposals were presented to members of the State Advisory Council in Knoxville on November 15, 1968; and the other six in Nashville on April 18, 1969. Two of these proposals were approved on the 50-50 percent matching basis, and sixteen were approved on the new 66 2/3 - 33 1/3 percent matching basis. All eighteen proposals were approved by the State Advisory Council; the federal funds for these proposals totalled $158,638; the agency administration utilized $25,000. The total FY 1969 federal funds appropriated for Tennessee amounted to $183,638; this amount matched by $124,879 in non-federal funds, made a total amount of $308,517 budgeted for the FY 1969 Title I Statewide program of continuing education and community service.

During the November 15, 1968, meeting of the State Advisory Council, the members were presented a 125-page Second Progress and Evaluation Report on fiscal year 1966, fiscal year 1967, and fiscal year 1968 activities in Tennessee under Title I.

The "Higher Education Amendments of 1968" (Public Law 90-575) was signed by President Lyndon B. Johnson on October 16, 1968. Included in this legislation were amendments to Title I to extend the grant program through June 30, 1971, and to change the 50-50 percent matching basis to a 66 2/3 percent federal and a 33 1/3 percent non-federal basis.

Prior to the submission of the fiscal year 1970 annual program amendment, the State Agency staff completed its annual visit to those Tennessee colleges and universities interested in participating in the FY 1970 Title I program. Working conferences were held during May and June 1969 on twenty-seven campuses to discuss possible programming for FY 1970. A rough draft of the FY 1970 annual program amendment was approved by the State Advisory Council on April 18, 1969. After minor revision, it was printed and formally adopted by the State Agency (The University of Tennessee) on June 10, 1969, and signed by Governor Buford C. Ellington on June 16, 1969. It was mailed to the United States Office of

Education on June 17, 1969; on June 27, 1969, the FY 1970 amendment was officially approved by the USOE, effective July 1, 1969.

The director and assistant director attended the Fifty-Third National University Extension Association Conference at Miami Beach, Florida, in July 1968; the Fifth Annual Workshop on Community Education at Flint, Michigan, in November 1968; the Mid-Continent Regional Conference of AUEC, AEA, and NUEA at The University of Missouri, Columbia, Missouri, in January 1969; an Urban Observatory Conference in Kansas City, Missouri, in March 1969; the Regional Workshop for Title I Administrators at Tampa, Florida, in March 1969; and the Southeastern Region III NUEA Conference in Gatlinburg, Tennessee, in March and April 1969.

In addition, the director also attended the Conservation Foundation Conference at The University of Georgia, Athens, Georgia, in September 1969; the National Seminar on the University in Urban Community Service at The University of Maryland, College Park, Maryland, in October 1968; and a Tennessee Unit Meeting of the Adult Education Association in Nashville, Tennessee, in April 1969. The director also made an address concerning Title I at the Kentucky State Advisory Council Meeting in Louisville, Kentucky, in February 1969.

In summary, the State Agency staff has administered to date more than \$1.2 million in sixty-nine programs approved for funding at twenty-two Tennessee colleges and universities during the first four fiscal years (FY 1966, FY 1967, FY 1968, and FY 1969). In addition the staff has submitted the required FY 1970 annual program amendment.

Role of the State Advisory Council

In an effort to utilize every available resource to implement this community service and continuing education program, the Governor of Tennessee and the President of The University of Tennessee have jointly appointed a State Advisory Council of twenty-two members to work with the State Agency for Title I. This State Advisory Council is composed of academic leaders from private and public colleges and universities, leaders from business and labor, leaders from the State Board and State Department of Education, and leaders from community service, civic organizations, and State government.

Although the State Advisory Council has no official policy making or supervisory responsibilities, the Council has provided invaluable assistance to the State Agency in developing and administering the Tennessee State Plan. All aspects of the State Plan, including budgeting, allotment of funds, approval or disapproval of individual programs, and the coordination of all activities in the State, are taken before the Council for its advice and assistance. The State Agency consults with the Council on policy matters arising in the administration of the State Plan and on the development and administration of the State Plan and on the development and administration of all amendments thereto. The Chairman of the State Advisory Council convenes the Council for a final consideration of all proposals. After securing the advice of the Council, the State Agency integrates the accepted proposals into a coordinated, comprehensive, and Statewide annual program.

Purpose of the Third Progress and Evaluation Report

Following the precedent set in 1967, when Tennessee was the first State Agency to develop a complete progress and evaluation report, and following subsequent instructions from the United States Office of Education to provide an annual report, this Third Progress and Evaluation Report of fiscal year 1966, fiscal year 1967, fiscal year 1968, and fiscal year 1969 proposals was prepared by the State Agency staff for presentation to members of the State Advisory Council on December 12, 1969.

Except for those proposals completed by June 30, 1968, each individual Title I progress and evaluation report includes the following data: program identification, statement of the problem, program objectives, program activities, program status, institutional evaluation, and State Agency recommendation. While the participating colleges and universities in Tennessee have made some marked progress toward solving some of the problems of the society and the economy through the development of these community service and continuing education programs, the object of this report is to give a review of the factors relative to the success and failure of these programs. This report should be considered as a constructive analysis and not as a criticism of those individuals and institutions concerned with these Title I proposals.

Each section in each program evaluation, except for the State Agency recommendations, was prepared from data contained in (1) the original proposal form, with any amendments or attachments, (2) the Notice of Activation, and (3) the periodic progress and evaluation reports (with their attachments, including brochures, publicity, program rosters, evaluation instruments, and the like) submitted by the project director or institutional representative.

This report covers the period from July 1, 1968, through June 30, 1969. In a few cases, when certain programs were completed soon after the latter date, they were completely reported in full herein to prevent having to duplicate the data in the next annual report.

Overview of the Program Evaluations

For the first four fiscal years of programming under Title I in Tennessee, sixty-nine proposals have involved twenty-two colleges and universities in Tennessee in whole or in part. However, this report to the members of the State Advisory Council will include thirty-eight evaluations; thirteen programs were completed prior to June 30, 1967, and another eighteen were completed prior to June 30, 1968.

Many of these thirty-eight program evaluations are comprehensive and complete simply because the project directors submitted adequately and carefully selected information to the State Agency in the required periodic reports. Final evaluations, in some cases, must necessarily follow the completion of the projects. It is trusted that the participating institutions will provide these evaluations as noted in the State Agency recommendations.

In general, the fiscal year 1968 and fiscal year 1969 proposals were better reported than the earlier fiscal year 1966 and fiscal year 1967 proposals;

this is a result, it is hoped, of the improved stimulation and sophistication of the project directors through the direction of the State Agency staff. In almost every case, the staff has enjoyed the outstanding and constructive cooperation and assistance of the various project directors and institutional representatives.

State Agency Recommendation

For the best overview of these thirty-eight programs, the State Agency would recommend a cumulative and sequential reading of the thirty-eight institutional evaluations and the State Agency recommendations as they relate to individual programs.

What would it take to assure a successful future for Title I of the Higher Education Act of 1965? What would it take to assure that the intent of Title I has had the impact Congress intended when the Act was passed four years ago? What are some of the problems that, once correct solutions were accomplished, could show that the community service and continuing education programs under Title I had accomplished its dual-aims? The Director of the State Agency asked himself these and other similar questions in order to arrive at six major problems in the administration of Title I in Tennessee.

1. Title I has never been funded properly; it has been debated, tinkered with, and studied to death before it has had enough nutrition (money) properly to prosper; it has had a history of uncertainties, including the late cycling and uncertain continuity of Congressional appropriations, three different matching arrangements, and a change in the national administration; and it has constantly been subject to Congressional action affecting the very life of the Act itself.

2. There has been an historical reluctance of colleges and universities in Tennessee (a) to become meaningfully involved in their communities and committed to the service function as a necessary condition for the resolution of community problems; (b) to desire to strengthen their involvement in their communities; and (c) indeed, to specify their sense of responsibility to communities in order to fulfill its obligations.

3. There has persisted in Tennessee the problem (a) of securing an open, honest, and willing dialogue between college and university faculty members, the adults who are in need of assistance, and those government officials and community leaders who are in positions of leadership; and (b) of identifying, utilizing, and rewarding those competent and dedicated faculty members who have a sincere interest in developing community service programs.

4. There has continued to be the problem of obtaining strong Title I proposals that meet the dual-aims of Title I and the top priorities listed in the annual program amendments; many proposals have tended to suffer from "projectitus" and have not sought to help colleges and universities relate better to communities or strengthen their resources in developing delivery systems through community service and continuing education programs.

5. There has been less than a complete consensus and agreement on how to accomplish the dual-aims of Title I or even how to evolve a balance of the

dual-aims (a) to strengthen community service programs of colleges and universities for the ultimate purpose (b) of assisting in the solution of community problems.

6. There continues to be the nagging problem of properly being able to evaluate the impact and effectiveness of individual Title I programs as they seek to accomplish the aims of the legislation.

These, then, are the six major problems: (1) inadequate Congressional funding and legislative uncertainties; (2) inadequate commitment of colleges and universities to the need for community service; (3) resistance in opening channels of communication between "town and gown"; (4) a dearth of strong proposals that balance the dual-aims of Title I; (5) inadequate identification and utilization of, and reward for, faculty members involved in community service and continuing education activities; and (6) inadequate evaluation procedures to measure the impact of Title I programs in accomplishing its dual-aims.

The following eleven recommendations are addressed to many audiences: Congress, the administrators and faculty at selected colleges and universities in Tennessee, the United States Office of Education, governmental officials and community leaders, the State Advisory Council, and the State Agency itself. The Director of the State Agency offers the following recommendations and explanatory comments as a challenging plan of action for the future:

1. That Congressional appropriations for Title I programs be included in the appropriation act the fiscal year preceding that for which they are available for obligation, that the Title I legislation should be amended to provide for appropriations on a two-year basis, and that the annual federal contribution to Title I activity be increased systematically, with not less than $25 million appropriated for fiscal year 1971.

2. That at least twenty colleges and universities in Tennessee, particularly all of the State-supported universities and community colleges and the stronger private institutions of higher education, do some soul-searching and make a declaration of commitment to deepen their involvement in communities and to assist communities in the solution of their problems. Each across-the-board declaration of commitment should be widely disseminated.

3. That each of these institutions of higher education analyze its resources and its present involvement in community service, possibly by utilizing a broadly-representative, multi-disciplinary advisory committee that could: (a) systematically review current programs in relation to communities; (b) examine the quality, quantity, and kind of human and material resources available; (c) examine the institution's abilities and capacities for change; (d) redefine the institution's functions in light of new conditions and new demands; and (e) examine its administration's capacity to deal creatively with the formal and instrumental functions of federal, State, and local governments and the legal framework for support of community services and urban development.

4. That, after these institutions analyze their resources and their present involvement in community service, they devise significant and meaningful Title I community service and continuing education proposals consistent

with their role and goals that can: (a) contribute as fully as possible to the solution of community problems; and (b) improve their institutional competencies and capacities, not, of course, as an end in itself, but for the ultimate purpose of assisting the people of Tennessee in achieving a better way of life.

5. That State and local government officials and community leaders take more seriously the need to communicate their needs and to offer programmatic and financial assistance to the administration and faculty in those colleges and universities as they develop and strengthen their delivery systems to accomplish the dual-aims of Title I.

6. That, in turn, colleges and universities: (a) work closely with various levels of governmental and voluntary agencies to help them assess their capabilities; (b) ascertain changes needed in undergraduate, graduate, and professional education programs; and (c) ascertain opportunities for university-sponsored inservice training programs. Whatever role the college or university takes, it must be, in part, determined by society and community, and its service to communities must be educational in nature.

7. That, in institutions which already have coordinating instrumentalities for community service, their structure and performance be reviewed with the goal of strengthening them. (Institutions which do not now have instrumentalities through which to coordinate a multi-disciplinary attack on community problems could move to establish such a unit or center.)

8. That a research project be undertaken to determine what Tennessee's colleges and universities have been doing, are currently doing, and are planning to do in extension, community service, and continuing education; the research could give an overview of such programs--including such areas as coordination, faculty and staff, facilities, and financing--and give recommendations to meet the long-range needs of adult Tennesseans. (Such a study, entitled Permanent Partnership, was conducted for the Coordinating Board, Texas College and University System.)

9. That the staff of the State Agency continue: (a) an increased emphasis on assisting college and university faculty members in the area of program development in order to obtain stronger proposals that meet the dual-aims of Title I and the top priorities listed in the annual program amendments; and (b) to stress the need for flexibility in working with competent faculty members who can develop mechanisms through significant Title I proposals.

10. That the staff of the State Agency and the U. S. Office of Education continue to stress the development of programs which best meet the dual-aims of Title I and continue to work on evaluation procedures to measure the impact of Title I programs as they seek to accomplish these dual-aims.

11. That institutions of higher education in Tennessee develop a "reward system" for faculty members who engage in continuing education and community service programs; regular faculty members must be encouraged to participate in such programs, with their evaluation and reward made on a comparable basis with those involved in full-time resident instruction and research.

(At their December 12, 1969, meeting, the members of the State Advisory Council considered these eleven recommendations and unanimously endorsed them.)

Money. Continuity. Commitment. Concern. Dialogue. Resources. Communication. Institutional capability. Competence. Program development. Flexibility. Delivery. Dual-aims. Impact. Evaluation. Words. It is obvious that the above recommendations must be more than just words. These recommendations must result in action. Action requires dedication, vision, and yes, work. It is equally obvious that none of these recommendations can be consummated through Title I programming.

They present a challenge. They set the stage. They define the conditions, that, once met, could assure a successful future for Title I of the Higher Education Act of 1965 as envisioned by the Congressional intent of the legislation. The fact that the stage has not already been set, that these recommendations are not even now being diligently pursued, has caused the staff of the State Agency its major problems in the administration of Title I.

It will take time. It may be a slow process. It may even be impossible to accomplish all of these recommendations, but should these challenging recommendations lead even to partial implementation in Tennessee, or even if a major start could be made in their implementation, significant Title I programs then could demonstrate their potential; Title I programs would have a golden opportunity to foster models of university-community cooperation and to relate their focus to improving higher education in Tennessee. One thing is sure. A start must be made. But it will require dedication. And vision. And action.

TITLE I IN TENNESSEE AFTER FOUR FISCAL YEARS

This section is designed to provide an analysis of the distribution of Title I federal funds to the various colleges and universities in Tennessee by discussing an overview of institutional participation, several Statewide programs of The University of Tennessee, local programs in the five largest metropolitan cities in Tennessee, the institutional distribution of federal funds, the largest individual proposals, some encouraging developments in community service awareness, and a summary.

Overview of Institutional Participation

During the first four fiscal years of the Community Service and Continuing Education Program under Title I in Tennessee, twenty-two institutions of higher education have been involved in sixty-nine proposals; these institutions have received a total of $676,385.15 in Title I federal grant funds through June 30, 1969. (See Table I for a summary of federal funds granted to these institutions.) A total of $174,717.15 in Title I federal funds was granted for twenty-one proposals funded in fiscal year 1966; a total of $169,015.00 for twelve proposals in FY 1967; a total of $174,015.00 for eighteen proposals in FY 1968; and a total of $158,638.00 for eighteen proposals in FY 1969. These program funds were in addition to the amounts utilized each fiscal year for agency administration.

In addition to the sixty-nine primary Title I contracts, an additional eight sub-contracts were awarded by the State Agency to eight institutions to complete FY 1966 Proposal Number One (the Statewide project on the identification of community needs in Tennessee). Also, seventeen of the twenty-two college and universities were cooperatively involved in forty-two instances in the sixty-nine Title I proposals. In all, these twenty-two institutions of higher education had a total of 119 institutional program involvements.

Statewide Programs of The University of Tennessee

The University of Tennessee received twenty-five primary contracts for a total of $373,722.96 in Title I federal grant funds; U-T was also involved in six other cooperative arrangements. The amount granted to U-T was approximately 55 percent of the total Title I program funds awarded for the four fiscal years. However, several of the Title I proposals at U-T were conducted Statewide and involved many other colleges and universities in Tennessee. In at least two cases (MTAS and CTCD), no institution other than U-T could have conducted the Title I proposals.

Out of the $676,385.15 in federal funds granted during the four fiscal years, The University of Tennessee administered five Statewide programs that expended more than $25,000.00 in federal funds; these programs totalled $301,229.64, as follows:

1.	Municipal Technical Advisory Service	$127,750.00
2.	College of Education	92,962.00
3.	Medical Units (Memphis)	30,000.00
4.	Center for Training and Career Development	25,500.00
5.	State Agency for Title I	25,017.64

The MTAS program was continued during all four fiscal years and each year provided technical assistance to about 1000 Tennessee municipal officials in some 200 cities. The College of Education conducted the training program for school board members with funding during two fiscal years; a total of ten Tennessee colleges and universities assisted in this program. The program at the Medical Units was funded for two fiscal years, providing continuing education programs for medical, dental, and pharmacy professionals; three institutions assisted in the program. The CTCD program for tax assessors is scheduled to be continued a second fiscal year (FY 1970). The State Agency for Title I administered the Statewide identification of community needs; subcontracts were made with eight other institutions, and a total of fourteen colleges and universities assisted in this proposal.

These five Statewide programs utilized about 44 percent of the total Title I federal funds awarded during these four fiscal years. However, seventeen of the twenty-two participating Tennessee colleges and universities were involved in these five U-T Statewide proposals.

Local Programs in Five Metropolitan Areas

Looking at those Title I proposals that could be considered primarily as local programs in the five largest metropolitan cities in Tennessee, it is interesting to note the total amount of federal funds granted ($253,375.75), as follows:

TABLE I

STATE OF TENNESSEE: TITLE I OF THE HIGHER EDUCATION ACT OF 1965

SUMMARY OF FEDERAL PROGRAM FUNDS GRANTED TO TWENTY-TWO TENNESSEE COLLEGES AND UNIVERSITIES DURING FY 1966, FY 1967, FY 1968 and FY 1969

	Institutional Program Involvements				
Participating Institutions	Number of Primary Contracts	Number of Sub-Contracts	Other Cooperative Arrangements	Total Involvements	Federal Funds
Austin Peay State University	4	1	2	7	$ 8,142.95
Belmont College	1			1	2,800.00
Bethel College	1		1	2	6,750.00
Carson-Newman College	2	1		3	9,375.00
Christian Brothers College	1			1	4,000.00
Columbia State Community College	1			1	5,800.00
East Tennessee State University	4	1	2	7	9,364.44
Fisk University			2	2	40,365.75
George Peabody College for Teachers	1		4	5	25,000.00
Knoxville College	3	1		4	15,500.00
Lambuth College	3		1	4	40,365.75
LeMoyne-Owen College	1		2	3	1,875.00
Meharry Medical College	2		4	6	16,201.50
Memphis Academy of Arts			1	1	
Memphis State University	7	1	2	10	72,956.50
Middle Tennessee State University	3	1	2	6	37,138.00
Southwestern at Memphis	4		1	5	22,464.05
Tennessee State University	1	1	4	6	3,912.00
Tennessee Technological University	3	1	3	7	13,750.00
The University of Chattanooga	1		2	3	5,014.00
The University of Tennessee	(25)		(6)	(31)	(373,722.96)
U-T at Martin	1		3	4	4,525.00
U-T, Center for Training and Career Development	2			2	27,200.00
U-T, College of Education	5		1	6	119,828.00
U-T, College of Engineering	1			1	3,600.00
U-T, College of Home Economics	2			2	19,500.00
U-T, Division of University Extension	5			5	20,994.96
U-T, Graduate School of Planning			1	1	
U-T, Legal Clinic, College of Law	1			1	3,400.00
U-T, Medical Units (Memphis)	2		1	3	30,000.00
U-T, Municipal Technical Advisory Service	4			4	127,750.00
U-T, School of Architecture	1			1	16,000.00
U-T, Speech and Hearing Center	1			1	925.00
Vanderbilt University	1		3	4	$ 2,253.00
Totals	69	8	42	119	$ 676,385.15

NOTE: The $676,385.15 in federal funds are shown above as granted in the contracts for the period ending June 30, 1969. No effort is made here either to show the final amounts actually expended or to denote the non-federal matching funds expended. Three different matching arrangements were in force during this period.

1.	Memphis (four institutions)	$95,338.50
2.	Nashville (six institutions)	49,966.50
3.	Knoxville (two institutions)	62,691.00
4.	Chattanooga (one institution)	5,014.00
5.	Jackson (one institution)	40,365.75

Approximately 37 percent of the total Title I federal funds during the four fiscal years was granted to these fourteen institutions in the five major cities.

The proposals conducted by the four institutions in Memphis included one at Christian Brothers College, one at LeMoyne-Owen College, seven at Memphis State University, and four at Southwestern at Memphis. Thus, the four institutions conducted thirteen local Title I programs in the Memphis area.

The proposals conducted by the six institutions in Nashville included one at Belmont College, the urban observatory program at George Peabody College for Teachers (in consortium with five other institutions), two at Meharry Medical College, one at Tennessee State University, one at Vanderbilt University, and one at the U-T Nashville Center. Thus, the participating institutions conducted seven local Title I programs in the Nashville area.

The proposals in Knoxville included three conducted by Knoxville College and the following seven conducted by U-T: training program in adult education, arms against juvenile crime, teaching communication skills for teachers and habilitative specialists of economically-deprived children, workshop for school custodial and maintenance personnel, strip highway pilot project, regional workshop for federal programs, and a conference on legal services for the Appalachian Region. Thus, these two institutions conducted ten local Title I programs in the Knoxville area.

The one proposal in Chattanooga was administered by the University of Chattanooga, now The University of Tennessee at Chattanooga. In Jackson all three proposals were conducted by one institution--Lambuth College.

The local projects listed above do not include the Statewide identification of community needs in Tennessee (mentioned above), nor do these primarily local programs include the few (five or six) Statewide projects completed by The University of Tennessee, for which less than $25,000 in federal funds were granted.

It is rather interesting to note that Memphis, the largest city in Tennessee, did have four institutions that conducted thirteen programs; and that the largest amount of Title I federal funds ($95,338.50) was granted for programs there. But Knoxville, the third largest city in Tennessee, had two institutions that conducted ten programs, and the second largest amount of federal funds ($62,691.00) was granted there. This is understandable since the main campus of the State University is located in Knoxville.

Nashville, the second largest city in Tennessee received the third largest amount of Title I federal funds ($49,966.50) in the seven programs conducted by six institutions. It is encouraging to the State Agency that the consortium of six Nashville institutions are involved in the urban observatory program; it certainly appears feasible to the State Agency that Nashville should be granted a larger share of Title I federal funds as proposals are submitted by the urban observatory institutions (and others in Nashville) during the next several fiscal years. Hopefully, these institutions in Nashville will continue to submit valuable Title I proposals.

Chattanooga, the fourth largest city in Tennessee, received the smallest amount of Title I federal funds ($5,014.00); this may be remedied in the future, since the major institution there is now in the U-T system. Surprisingly, Jackson, the fifth largest city in Tennessee, received the fourth largest amount of Title I federal funds ($40,365.75); this is due largely to the commitment and interest of one institution. This one institution in Jackson was granted nearly as much as the six institutions in Nashville during the first four fiscal years.

Institutional Distribution of Federal Funds

An analysis of the federal program funds granted to the twenty-two institutions of higher education in Tennessee, including a breakdown of the funding to eleven divisions at The University of Tennessee, reveals a rather interesting distribution of the Title I federal funds during the first four fiscal years. These eight Title I recipients were granted a total of $25,000.00 or more:

1.	U-T, Municipal Technical Advisory Service	$127,750.00
2.	U-T, College of Education	119,828.00
3.	Memphis State University	72,956.50
4.	Lambuth College	40,365.75
5.	Middle Tennessee State University	37,138.00
6.	U-T, Medical Units (Memphis)	30,000.00
7.	U-T, Center for Training and Career Development	27,200.00
8.	George Peabody College for Teachers	25,000.00

These five colleges and universities have received a total of $480,238.25 in federal grant funds to date. At U-T, four different divisions were included; practically all of the U-T programs here listed were conducted Statewide. In addition to U-T, two state-supported and two private colleges and universities received the largest amount of Title I federal grant funds.

Another seven Title I recipients were granted between $12,500.00 and $24,999.99 in federal funds, as follows:

9.	Southwestern at Memphis	$22,464.05
10.	U-T, Division of University Extension	20,994.96
11.	U-T, College of Home Economics	19,500.00
12.	Meharry Medical College	16,201.50
13.	U-T, School of Architecture	16,000.00
14.	Knoxville College	15,500.00
15.	Tennessee Technological University	13,750.00

These five colleges and universities have received a total of $124,410.51 in federal grant funds to date. At U-T, three different divisions were included; in addition, one state-supported and three private colleges and universities received the second largest amount of Title I federal grant funds.

Eight more recipients were granted between $4,000.00 and $12,499.99 in federal funds, as follows:

16.	Carson-Newman College	$ 9,375.00
17.	East Tennessee State University	9,364.44
18.	Austin Peay State University	8,142.95
19.	Bethel College	6,750.00
20.	Columbia State Community College	5,800.00
21.	The University of Chattanooga	5,014.00
22.	U-T at Martin	4,525.00
23.	Christian Brothers College	4,000.00

These eight colleges and universities have received a total of $52,971.39 in federal grant funds to date. These eight include one branch of U-T, three state-supported and four private institutions of higher education.

Seven additional Title I recipients were granted less than $4,000.00 in federal funds, as follows:

24.	Tennessee State University	$ 3,912.00
25.	U-T, College of Engineering	3,600.00
26.	U-T, Legal Clinic	3,400.00
27.	Belmont College	2,800.00
28.	Vanderbilt University	2,253.00
29.	LeMoyne-Owen College	1,875.00
30.	U-T, Speech and Hearing Center	925.00

These five colleges and universities have received a total of $18,765.00 in federal grant funds to date. At U-T, three different divisions were included; in addition, one state-supported and three private colleges and universities received the smallest amount of Title I federal grant funds.

Largest Individual Proposals

The sixty-nine Title I proposals funded to date have averaged approximately $9,800.00 in federal funds. The individual proposal that received the largest amount of Title I federal funds ($47,212.00) was conducted by the College of Education at U-T. The individual proposal that received the smallest amount of Title I federal funds ($925.00) was conducted bv the Speech and Hearing Center at U-T. Shown below are twenty-one individual proposals that received more than $10,000.00 in federal grant funds:

1.	U-T, College of Education (FY 1967 One)	$47,212.00
2.	U-T, College of Education (FY 1966 Two)	45,750.00
3.	U-T, Municipal Technical Advisory Service (FY 1968 Eight)	40,000.00
4.	U-T, Municipal Technical Advisory Service (FY 1969 Eight)	39,000.00
5.	U-T, Municipal Technical Advisory Service (FY 1967 Two)	30,000.00
6.	U-T, Center for Training and Career Development (FY 1968 Seven)	25,500.00
7.	U-T, State Agency for Title I (FY 1966 One)	25,017.64
8.	George Peabody College for Teachers (FY 1969 Seventeen)	25,000.00
9.	Lambuth College (FY 1967 Eleven)	19,866.00

10.	Memphis State University (FY 1968 Two)	19,000.00
11.	U-T, Municipal Technical Advisory Service (FY 1966 Nineteen)	18,750.00
12.	Memphis State University (FY 1967 Seven)	18,519.00
13.	U-T, College of Education (FY 1968 One)	17,500.00
14.	Middle Tennessee State University (FY 1969 Thirteen)	16,000.00
15.	U-T, School of Architecture (FY 1969 Nine)	16,000.00
16.	U-T, Medical Units (Memphis) (FY 1966 Seventeen)	15,000.00
17.	U-T, Medical Units (Memphis) (FY 1967 Ten)	15,000.00
18.	Lambuth College (FY 1968 Fourteen)	15,000.00
19.	U-T, College of Home Economics (FY 1968 Four)	12,000.00
20.	Middle Tennessee State University (FY 1969 Fifteen)	11,838.00
21.	Meharry Medical College (FY 1967 Nine)	11,544.00

These twenty-one proposals alone were granted a total of $483,496.64 in Title I federal grant funds. This is about 71 percent of the total amount of Title I federal funds obligated during the first four fiscal years. This would mean that the forty-eight smallest proposals received about 29 percent of the total amount of FY 1966, FY 1967, FY 1968, and FY 1969 Title I federal funds.

Some Encouraging Developments in Community Service Awareness

It is always difficult to pin down a direct cause-and-effect relationship between specific Title I programs and certain accomplishments or encouraging developments in the communities or in the institutions of higher education in Tennessee--developments in community service awareness that reflect the consummation of the dual-aims of Title I.

The staff of the State Agency is convinced that the measure of success or failure of Title I depends on its long-range impact on an institution's capacity to conduct community service programs. In several cases, institutions of higher education in Tennessee have developed permanent strengths and resources in their community service programming; in some cases, colleges and universities have established some permanent organizational structures for on-going community service efforts after Title I funds were expended; in a few cases, community resources and community institutions were improved through the contributions and efforts of certain colleges and universities in Tennessee.

Listed below are several encouraging developments in community service awareness since 1966 that can be attributed, in whole or in part, to some of the sixty-nine proposals that have been funded under Title I of the Higher Education Act of 1965 for the first four fiscal years. This summary of the accomplishments is not necessarily listed in rank order of importance and reflects the subjective view of the staff.

1. There has been some "new" college and university involvement in community service in Tennessee under the aegis of Title I. Seven private liberal arts institutions, never before involved in significant community service programs, began their first ventures with funding under Title I (Belmont College, Bethel College, Carson-Newman College, Christian Brothers College, Knoxville College, Lambuth College, and LeMoyne-Owen College). At least two state-supported institutions, never before involved in community service programs,

began their first ventures with funding under Title I (Middle Tennessee State University and The University of Tennessee at Martin).

2. Several institutions have become directly involved, through specific Title I programs, in some phase of the Model Cities Program in these three Tennessee cities: Nashville (Vanderbilt University, joined with Fisk University, George Peabody College for Teachers, Meharry Medical College, and Tennessee State University); Smithville (Middle Tennessee State University, joined with George Peabody College for Teachers, Tennessee Technological University, and The University of Tennessee); and Chattanooga (The University of Tennessee at Chattanooga).

3. In Nashville, six colleges and universities have formed a legal consortium to provide community service programs in an Urban Observatory (George Peabody College for Teachers, Fisk University, Meharry Medical College, Tennessee State University, The University of Tennessee, and Vanderbilt University). Nashville is one of six cities in the initial "network" of Urban Observatories.

4. The Municipal Technical Advisory Service at The University of Tennessee has, with four new full-time district consultants, expanded 200 percent its initial function of providing information and technical assistance to officials and employees of municipalities in Tennessee.

5. Memphis State University has been able to expand its Department of Sociology until it now offers a major and minor in Law Enforcement.

6. The College of Home Economics at The University of Tennessee has offered extension graduate courses (some by telewriter) in areas of Tennessee never before served--at Martin, Nashville, Kingsport, and Chattanooga.

7. Still in the beginning stages, and as a result of two Title I grants, teacher training and inservice programs in adult basic education may eventually lead to graduate degree programs in newly created departments known as Adult Education at Memphis State University and Continuing and Higher Education at The University of Tennessee.

8. Middle Tennessee State University has created a Regional and Community Service and Research Center.

9. The University of Tennessee, through its newly created Center for Training and Career Development in Nashville, is now significantly involved in training State and local governmental personnel. The Center has initiated and developed a comprehensive training program for the professional development of tax assessors.

10. Lambuth College has created a Family Services Bureau (Office of Sociological Services).

11. Memphis State University has created an Institute for Urban Development.

12. A Title I proposal by the College of Law at The University of Tennessee resulted in the creation of a permanent Appalachian Legal Resource Foundation.

13. A Title I proposal by the Department of Political Science at Middle Tennessee State University resulted in the creation of a permanent Magistrates Association of Tennessee.

14. A Title I proposal by the Department of Sociology at Lambuth College resulted in the creation of a permanent Tennessee Council on Family Relations.

15. A Title I proposal by the Department of Business at Austin Peay State University contributed to the development of a Clarksville Port Authority on the Cumberland River.

16. A Title I proposal by Carson-Newman College resulted in a successful outdoor drama, entitled "Walk Toward the Sunset: The Melungeon Story," at Sneedville and served to enhance the economic viability of Hancock County.

17. The School of Architecture at The University of Tennessee created a unique Title I publication on strip highways that has gained national publicity, including articles in several newspapers in Tennessee, in the New York Times, and in the National Observer.

18. A Title I proposal by the College of Education at The University of Tennessee, joined with nine other institutions (Austin Peay State University, East Tennessee State University, George Peabody College for Teachers, Memphis State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, The University of Chattanooga, and The University of Tennessee at Martin) in the inservice training program for school board members in Tennessee, has revitalized the Tennessee School Board Association, produced a "Guide for Developing Written School Board Policies" (two volumes), and furnished school boards with a library of current, pertinent literature.

19. There has been the development of consortium and other multi-institutional arrangements for community services for several programs under Title I in Tennessee. Three examples are mentioned in points 2, 3, and 18 above. Also, East Tennessee State University joined with Carson-Newman College in one proposal. The University of Tennessee Medical Units joined with Vanderbilt University School of Medicine and Meharry Medical College in two Title I grants. Memphis State University joined with LeMoyne-Owen College and Memphis Academy of Arts. These initial projects should result in continuing ties of cooperation.

Summary

Title I, for all practical purposes, is only three years old, even though proposals have been funded for four fiscal years. It is the view of the staff of the State Agency that much has been accomplished these first three years to further the dual-aims of Title I. It is the intention of Title I in Tennessee (1) to encourage all institutions of higher education to contribute as fully as possible to the solution of community problems through community service and continuing education programs, and (2) to encourage these colleges and universities to improve their institutional competencies in community service programming, not, of course, as an end in itself, but for the ultimate purpose of assisting the people of Tennessee in the solution of community problems.

This necessarily requires a commitment on the part of the college or university to assist people in the solution of community problems and a desire to cement, or a more-or-less permanent basis, an effective and viable relationship between our institutions and our communities.

The preceding analysis of the sixty-nine proposals should demonstrate the scope of Title I programming in Tennessee since 1966, and the examples of accomplishments or encouraging developments in community service awareness should provide some measure of the impact Title I has had in Tennessee since 1966.

With the small amount of federal funds appropriated annually for Title I, it is becoming increasingly apparent that community problems per se can not be "solved," but that Title I proposals can assist in the solution of these identified problems, provided the colleges and universities in Tennessee can institutionalize the capacity for change and can demonstrate the validity of the original premise of Title I (that they have this capacity and the resources to aid in the solution of community problems). The distinctive, unique dual-aims of Title I can be met only when these provisions are emphasized.

Therefore, the staff feels that increasing emphasis should be placed in relating the focus of Title I (1) in strengthening and improving the resources of institutions of higher education, and (2) in assisting colleges and universities to relate to communities in a better way. The staff of the State Agency in Tennessee will continue to be flexible, and, yes, even ready to fail, as it attempts to further the dual-aims of Title I. As Pogo says, "We are faced with surmounting opportunities."

FISCAL YEAR 1966 PROPOSAL NUMBER THREE

Program Identification

"County and City Leadership Conference," conducted at Austin Peay State University by Mr. Earl E. Sexton, Director of Development and Field Services. Funding: federal--$1,837.31; non-federal--$612.43; total--$2,449.74.

Statement of the Problem

Generally, rural county and town leadership has not made a significant attack upon the growing problems of unemployment, health, industrial development, and land use, to name only a few. The problem is not one of indifference, but rather a lack of know-how.

Program Objectives

The objectives of this proposal are: (1) to discuss mutual political problems confronting local government in Middle and West Tennessee counties; (2) to try and find workable solutions to these complex problems by providing qualified speakers on these subjects and informally exchanging opinions and ideas with the speakers as well as with one another; (3) to encourage the attendees to modernize the functions of local government by seeking advice from those who are qualified to render it; and (4) to stimulate regional cooperation in area development.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (November 15, 1968), Austin Peay State University conducted a conference entitled "Rural Renewal and Regional Cooperation" on February 24, 1969. This conference resulted from the growing awareness in the nation of the need for the economic and social growth of the rural (i.e., non-metropolitan) areas of the United States. Such "rural renewal" would not only improve the lives of the people in the rural areas themselves, it would also aid in solving the problems of the crowded but still-growing cities. It has been increasingly recognized by development specialists that rural development is most likely to be satisfactory if there is action on a regional as opposed to a purely local basis. In short, regional cooperation with a view to rural renewal has become a pressing need in our society. The topics covered in this conference included: (1) an example of tributary development; (2) an example of inter-city cooperation; (3) the importance of regional cooperation in rural renewal; (4) an economic and semographic picture of the northwest section of the Mid-Cumberland Planning Region; (5) specific development possibilities of the northwest section of the Mid-Cumberland Planning Region; (6) an example of cooperation in the northwest section of the Mid-Cumberland Planning Region; and (7) plans and prospects for the northwest section of the Mid-Cumberland Planning Region.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The project staff felt that this second phase conference largely accomplished its objectives. It was intended to stimulate thinking about regional cooperation among government and business leaders, and after talking with the various people who participated in the conference, the staff is convinced that this result was achieved. Of course, only time will tell if this thinking can be translated into action.

The conference might also be considered a success from the viewpoint of attendance. Over 50 people participated in the conference in one way or another. Although this number represents only about one-fourth of those invited, experience indicates that this is a good turnout for such a program. In addition, the diversity in the attendance was gratifying; six counties and many municipalities were represented by both public officials and private citizens.

State Agency Recommendation

The State Agency has not been furnished a final assessment of the overall effectiveness and impact of the total program on the area surrounding Clarksville. From the list of topics in this second phase conference, it would appear that the program was well developed and should have contributed to meeting the program objectives. This closing conference was conducted jointly with Fiscal Year 1966 Proposal Number Seven.

FISCAL YEAR 1966 PROPOSAL NUMBER SEVEN

Program Identification

"Business and Economic Forum Series," conducted at Austin Peay State University by Mr. Glenn S. Gentry, Chairman, Department of Business. Funding: federal--$1,135.62; non-federal--$378.53; total--$1,514.15. (Continued as FY 1967 Proposal Number Six.)

Statement of the Problem

The problem is that there is no systematic method of communication in the Austin Peay State University service area to bring economic thought and trends, both theoretical and practical, to business leaders, to the general public, and to students.

Program Objective

The objective of this project is to update and stimulate the economic thinking of business and non-business leaders in this upper Middle Tennessee area.

Program Activities

In addition to the activity listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activity was completed since June 30, 1968. The unexpended funds from Fiscal Year 1966 Proposals Number Three and Seven were used to initiate the final conference in this series, "Rural Renewal and Regional Cooperation." This conference has been fully described under Program Activities, Fiscal Year 1966 Proposal Number Three.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The evaluation for this program is presented under Fiscal Year 1966 Proposal Number Three.

State Agency Recommendation

See the State Agency recommendation for FY 1966 Proposal Number Three.

FISCAL YEAR 1966 PROPOSAL NUMBER EIGHT

Program Identification

"Leadership Education in Economic Development," conducted at Bethel College by Dr. James Potts, Professor of Economics. Funding: federal--$3,365.56; non-federal--$1,121.85; total--$4,487.41.

Statement of the Problem

Bethel College is situated in the "hub" of three West Tenneseee counties which are making economic progress but could profit further by training their leadership. Present industry could be served, and more industry could be attracted as a result of leadership development. The number one problem in this area hinges upon the attitudes of those persons who perform the leadership function in various communities. There are three aspects: leaders are largely unaware of real problems; leaders are even less aware of procedures that might alleviate recognized problems; and leaders are totally unwilling to undertake cooperative programs with neighboring communities to resolve common problems.

Program Objectives

This program will provide governmental and community leaders with precise information on the economic and industrial needs and resources of the area so that plans might evolve for development of the area. Specific objectives are: (1) to increase awareness of the problems; (2) to encourage activity toward solution of the problem; and (3) to promote additional cooperative studies of particular community problems.

Program Activities

Although the major activities under this program were completed and reported in the Second Progress and Evaluation Report (November 15, 1968), Bethel College received an extension on this program through December 31, 1968, to allow dissemination of the data gathered during the summer activities. It was hoped at the time the extension was requested that it would be possible to repeat the Leadership Education Seminar in one or more towns of the area for benefit of persons who had not been able to attend the pilot seminar. Numerous contacts were made with persons and organizations, seeking sponsorship for such a program. Plans progressed sufficiently to indicate that seminars are expected to be sponsored in Paris (Henry County) and Camden (Benton County) in the near future. It was not possible, however, to get these programs underway within the limited time available.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

One of the great handicaps of this project, demonstrated through experience, is the fact that it requires from six months to a year to organize and coordinate a seminar involving forty to fifty persons, participants and consultants. One of the great benefits, already demonstrated, is the fact that leadership education will pay dividends. Several Henry County participants in the pilot project have subsequently put their knowledge to use in assisting a group in the town of Puryear. The result has been the establishment of a development corporation to steer the town in a planned program of economic development. While such projects are common, the Puryear enterprise is probably unique in that it involves a town of only six hundred population. Material and information resulting from the pilot project have been made available to the Puryear group, and the director has worked closely with the group through its planning stage under the auspices of this program.

State Agency Recommendation

The State Agency recommendation for this program was published in the Second Progress and Evaluation Report (November 15, 1968). This program has opened avenues of communication and cooperation between Bethel College and the surrounding community. It is hoped that Bethel College can continue to make its faculty resources available to the area through community service and continuing education programs.

FISCAL YEAR 1966 PROPOSAL NUMBER SIXTEEN

Program Identification

"Counseling on Sanitary Environment Conditions," conducted at Tennessee Technological University by Mr. A. A. Cannella, Associate Professor of Civil Engineering. Funding: federal--$4,581.77; non-federal--$1,738.07; total--$6,319.84. Cooperating agencies: County Sanitarians of Putnam, Cumberland, and Overton counties; Livingston, Byrdstown, Jamestown, and Cookeville Development Corporation; Upper Cumberland Economic and Resources Development Center; and the State Department of Public Health.

Statement of the Problem

Throughout this entire Upper Cumberland area, rural dwellers are using the pit privy and water secured from wells, without treatment for either. Polluted drinking water and unsafe disposal techniques result. Urban areas have a need for education in "cleaning up" outlying areas and in the general sanitation of their communities.

Program Objective

The object of this project is to provide an educational program for the rural inhabitants of the Upper Cumberland area dealing with proper methods of general sanitation.

Program Activities

In addition to the activities reported in the Second Progress and Evaluation Report (November 15, 1968), counseling and technical assistance continued through July 1-December 31, 1968.

During this period, progress was made in enlisting the support and active participation of others concerned with the plight of the poor. For example, with encouragement and cooperation from regular VISTA workers in the area, a student group from Tennessee Technological University has formed a volunteer organization called "TTU-VISTA aides" for the specific purpose of showing concern for and providing needed assistance to poverty-stricken families in the form of educational assistance to children, transportation to stores and clinics, small repairs to homes, rebuilding of privies, and other essential services. The activities of this group, though merely in the developmental stage, has had a most salutary effect on those few families that students have visited. Instructional sessions were conducted for VISTA Volunteers and VISTA aides--both in classrooms of the L.B.J and C. Development Corporation and in the field--on sanitation aspects of individual well water systems and waste disposal.

A three-hour slide presentation on local sanitation needs and discussion of counseling services available under Title I of the Higher Education Act was conducted for thirty-two sanitarians and health workers of East Tennessee at their annual workshop, held at the Chattanooga-Hamilton County Health Department. Most of the attendees were unaware of the provisions of the Higher Education Act and especially of the assistance available under Title I. These county sanitarians acknowledged that sanitation problems for rural families are serious. However, their general attitude appeared to be that without vast Federal financial support and local political commitment, little can be done to relieve these problems.

A two-hour instructional session was conducted in Monterey for twenty newly inducted VISTA volunteers in which basic principles of home well development and protection through proper casing, sealing, and disinfection were explained. Also, essential features of pit privies were outlined. A special class session was held for five VISTA aides at Tennessee Technological University on basic construction requirements for pit privies. This class was in preparation for actual construction projects which this group was planning to undertake during the weekends. Student members of the group devoted weekends of their own time in repairing and rebuilding pit privies where desperately needed. A model-type prefabricated privy is being developed with the view of simplifying and expediting on-site construction.

In addition to these group activities, continuous personal counseling, education, and technical assistance was provided to individual families living under extreme poverty conditions. Included in these are three families in the Taylors' Chapel Community, Cumberland County; three families in Twinton, Overton County; and four families in Algood, Buck Mountain and Monterey, all of Putnam County. Privies were repaired or rebuilt for three families in Taylors' Chapel and Monterey, and improved water supplies were developed for three families in Algood and Buck Mountain. New wells and other sources are being developed for the other four families.

At their urgent request, advice and technical assistance was provided to the Superintendent and School Board of Overton County in a concerted effort to provide adequate water to the newly constructed Wilson School located in Hanging Limb Community. This school accomodates approximately 350 poverty area children in grades 1-12. The present inadequate water source for this otherwise fine school prohibits the use of toilet and wash facilities during the period from 11 a.m. through 1 p.m., since all available water is needed by the school cateteria. There are no shower facilities provided in this new school. Upon the project director's recommendation, the school board is currently negotiating for the purchase of property contiguous with this school in order to develop an adequate supply from seepage springs and run-off water. It is expected that this project will be completed for the school year 1969-1970.

Assistance in planning a county-wide collection and disposal system for solid wastes was provided the director of the Model Cities Program in Smithville.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

Consistent efforts have been made to meet the objectives of this project. Experience with the project has revealed that the lack of wholesome environmental sanitation facilities in the Upper Cumberland region is much greater, and the problems associated with these facilities are more complex, than is generally realized or originally envisaged. Hence, results achieved are less notable than originally expected. Causes for lack of more notable results are as follows:

1. The amount and extent of poverty in the Upper Cumberland Region; a median family income for the area of less than $3,000 per year; an estimated 15,000 indigent families and over 3,200 families living in decrepit shacks without water on the sites.

2. Apathetic and suspicious attitudes of the rural poor. Lifelong hardships, hopeless despair, and illiteracy cause the poverty-stricken to view with skepticism any proffered assistance. Moreover, with "hill people" "rugged individualism" is still a traditional heritage that negates group activity. This was noted in efforts to promote group action to obtain a needed water or sanitation facility when such group action would provide a best solution to local needs.

3. The abject poverty and total lack of credit capability. With many families in the region monies to provide adequate diets are not available. In fact, a medical study of the rural poor in this area would undoubtedly reveal substantial numbers suffering from malnutrition. In view of this, obtaining desperately needed physical improvements such as safe wells, pumps, plumbing, and privies for individual homes clearly is not possible. These people simply do not have the money to purchase such items, nor are they able to obtain it.

The above listed three obstacles are the main causes for lack of more notable achievement than that originally hoped for with this project; and the latter--total lack of monies--is, perhaps, the most frustrating cause. Others would include lack of local official commitment to rural needs, minimal concern by an affluent society, and sparse locations. In spite of these obstacles, however, there is evidence that the project objectives have been achieved to the extent that effort could be applied. Moreover, a gradual awakening of conscience, especially with some of our college youth, is evolving and, of significant importance, a feeling of hope has been implanted with many of our impoverished families. They manifest less despair and have come to feel that perhaps someone does care and that, in the days ahead, progress will be made to improve their lives.

State Agency Recommendation

From a review of the program activities it would appear that reasonable progress has been made in attaining the program objective with the limited funds available. The multiplier effect of this program can be seen in the work of other groups that have been informed of the problem through this project.

There is still a real need for coordination with other public assistance programs to implement the technical recommendations resulting from this program. This project has been continued as Fiscal Year 1969 Proposal Number Three. It is hoped that efforts under this new project can be tied in with assistance available from programs operated by the State Departments of Public Health and Welfare.

FISCAL YEAR 1967 PROPOSAL NUMBER ONE

Program Identification

"An Inservice Training Program for School Board Members in Tennessee," conducted by the College of Education at The University of Tennessee by Dr. Dewey H. Stollar, Professor of Educational Administration and Supervision. Funding: federal--$43,119.65; non-federal--$14,373.22; total--$57,492.87. Cooperating agencies and institutions: Tennessee Association of School Administrators, Tennessee School Boards Association, Austin Peay State University, East Tennessee State University, George Peabody College for Teachers, Memphis State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, The University of Chattanooga, and The University of Tennessee at Martin. (A continuation of FY 1966 Proposal Number Two.)

Statement of the Problem

In many Tennessee communities the elected representatives of the people, the school board members, are not carrying out their responsibilities to their communities or to the children. Many superintendents listed the board of education as the major obstacle to carrying out their jobs in a professional manner. Some school board members felt that their jobs were political patronage posts, and many of them sought election to the board to represent special segments of the community. Many school boards spent a good deal of their time considering petty details rather than the fundamental problems of the schools. These and related information lead to the conclusion that one of the most serious problems of the public schools in many communities may be the irresponsibility or ineffective behavior of their school boards.

Program Objectives

The objectives of this proposal are to help school board members: (1) to understand more fully their role in educational policy making; (2) to understand more clearly the issues facing educators in Tennessee, the region, the nation, and the world today; (3) to develop better understanding of professional relationships of boards of education with superintendents, other professional staff members, non-professional staff members, students, and citizens; (4) to understand more fully the scope and sequence of curriculum change to meet present and future educational needs of Tennessee's present and future generations; (5) to understand more fully the financing of education in Tennessee; (6) to understand more fully the changing role of teacher organizations and the development of negotiations; (7) to understand more fully the legal functions and scope of the board of education's role and responsibility; (8) to understand the expanding role of the Federal Government in local education decisions; and (9) to understand more fully the fiscally dependent board of education's relationship to other governmental agencies.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activities have been completed since June 30, 1968. The two-day summer conference of the Tennessee School Boards Association was held July 28-29, 1968, at Nashville. The topics of this conference included: cooperative relations or adversary confrontations; negotiations: who gains? who loses?; negotiations: must there be a loser; negotiations and sanctions: Tennessee Education Association official position; and negotiations: board-staff relationships. There were 90 school board members and school superintendents in attendance at the conference.

The last year of programming was devoted to the production of stimulation materials on collective negotiations, built upon probable causes and predictable effects. The title and theme of the five 30-minute video tapes and 16mm. film is "Confrontation and Crisis--An Attempt at Dialogue." The five films covered: (1) the cause of teacher unrest and militancy; (2) the symptoms of unrest and processes boards should follow to prepare for negotiations; (3) the procedures for negotiations; (4) impasse situations: mediation and arbitration; and (5) summary and analysis of future causes and symptoms of unrest. The activities which went into the production of these films included: research of the topics; securing facilities; script writing; casting; producing, filming, and editing; and preparation of stage props. The programs stress the need for preparation and planning. The use of the performing and dramatic arts is believed to be the most effective method of instruction. The material developed and utilized in this program dealt with basic research into ways of dealing with teacher militancy. This simulation project was completed and field tested.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

When the total group of participants in the summer conference of the Tennessee School Boards Association was categorized according to biographical information, it was found that city school districts represented 42.6 percent of the participants; county school districts, 36.2 percent; and special school districts, 12.8 percent. More than 8 percent of the respondents did not indicate the type of district represented. School board members constituted 51.1 percent of the participants, while superintendents and others were divided 25.5 and 23.5 percent respectively. Based on years of service, 53.2 percent of the participants had had between 1 and 5 years of service, while approximately 26 percent had served 11 years or more.

In order to get a general overview of continued participation, the question relative to attendance at the spring inservice session was asked; it was found that more than 57 percent of the participants had attended the spring session. The largest percentage of the group was between 40 and 49 years of age, with the second largest group between 50 and 59 years of age. Males were predominant with 97.9 percent of the persons responding to the evaluation being men.

The major presentations were ranked on quality and relevance on a scale of 6 to 1 (high to low) for each presentation. When the total group was categorized, the "cooperative relation presentation" was ranked "4" on quality by the largest group with 36.2 percent and a "5" on relevance with 27.2 percent. The largest percentage of the total group gave "6" on quality and "5" on relevance to the presentation of "negotiations." The "TEA" official position was judged to be "5" by the largest number of respondents on quality and relevance, while the presentation on "board and staff relationships" was judged to be "6" on both quality and relevance. When asked to consider all activities, the participants ranked the conference "very worthwhile" 68.1 percent and "worthwhile" 25.5 percent. No one ranked the conference as being of "some" or of "no value." Regardless of the criteria used for categorization, the largest percentage of the participants agreed that the conference was worthwhile. The presentations were well received with the highest percentage of rankings consistently "5" or above (6 to 1, high to low) on quality and relevance and "2" or above (1 to 4, high to low) on overall evaluation.

"Confrontation and Crisis--An Attempt at Dialogue" is now completed. Five 30-minute video tapes have been completed and 16mm. films of each tape are available. Copies of these five films will be available through the Tennessee School Boards Association in Nashville, through The University of Tennessee Film Library, through the National School Boards Association in Evanston, Illinois, and the final copy will be within the Department of Educational Administration and Supervision at The University of Tennessee. It is believed that the fundamental features of teacher unrest have been identified. The ways in which boards of education can respond to this unrest have been covered in some detail. Recommendations were made about which was the best way to respond under varying circumstances. The final film focused upon some evident trends for the future and tried to identify those factors which will be of interest and concern for boards of education in the future. In isolating the fundamental causes of teacher unrest and outlining the procedures and processes for collective negotiations, it is believed a basic service for school board members has been and is being performed. Since these kinescopes are free to board members, it is believed that use will be made of them.

State Agency Recommendation

The State Agency has not been furnished a comprehensive institutional evaluation which assesses the overall effectiveness and impact of this program across the State. Considering the program content, the results of the participant evaluation, the Statewide scope of these inservice training programs the competencies of the staff and consultants, the State Agency staff's on-the-spot personal evaluation, and the participation of the cooperation institutions and agencies, it appears this program has made a significant step in attaining the stated objectives and was largely successful in achieving the desired participation. It was somewhat difficult to secure perfect participation since school board members and superintendents in the more benighted counties were inclined not to attend. Overall, the institutional capability of the ten participating colleges and universities was adequate.

The Tennessee School Boards Association has been revitalized; and the school board members and superintendents, whose policies and administrative procedures chart the course of the public school systems, have been provided with pertinent information about the most recent trends in education. In addition, sample school board policies were published for use in the development of written school board policies for the 150 school systems in Tennessee.

The series of films produced on collective bargaining are available to school boards through several sources. Although the film content is excellent, the filming techniques were low-grade. This condition, coupled with the length of viewing time (two and one-half hours for all five films), may limit the use of these films. It is felt that they will continue to be relevant for the foreseeable future and that use will increase as more school boards are faced with the need for negotiations with teachers.

Due to the turnover on school boards, there is a continuing need for inservice training for school board members in Tennessee. It is hoped that the State Department of Education and the Tennessee School Boards Association will be able to continue this inservice training now that these two Title I projects have been completed. These two programs have produced a wealth of material on which to continue future training programs.

FISCAL YEAR 1967 PROPOSAL NUMBER FIVE

Program Identification

"Applied Community Leadership through Programming," conducted at Knoxville College by Mr. Charles W. Williamson, Jr., Instructor in Sociology. Funding: federal--$4,373.07; non-federal--$1,459,36; total--$5,837.43. Cooperating agencies: Knoxville-Knox County Community Action Committee, Mayor of Knoxville, Greater Knoxville Chamber of Commerce, Apparel Corporation of America, Standard Knitting Mills, Robertshaw Controls, Aluminum Company of America, Rohm and Haas Company, and Dempster Dumpster Manufacturing. (This program, as amended, is a continuation of FY 1966 Proposal Number Four.)

Statement of the Problem

Resident in the community are many Negro indivudials who occupy positions and offices of leadership but who are unable or unequipped to utilize basic leadership skills effectively in carrying out their responsibilities. Resident in the community, also, are individuals who aspire to positions of leadership but who are unable to realize such personal goals because of their unpreparedness. Knoxville needs the full service of these individuals. The FY 1966 program on developing skills of community leadership graduated 23 participants. Now there is the problem of applying classroom-learned skills to practical situations.

Program Objective

The objective of this program is to apply classroom skills in community leadership to practical situations involving these potential leaders with various community groups in an effort to work cooperatively toward the solution of specific community problems, such as housing, consumer education, and neighborhood housing and clear-up campaigns. In such an approach to problem solving, it will be necessary to utilize other community resources to help meet the needs considered in this program.

Program Activities

Program activities were divided into two sections. Phase I consisted of six "listen-in" sessions established with existing and/or new community organizations in strategic locations within the cities of Knoxville and Alcoa. At these "listen-in" sessions, program participants came together once each month for general discussions of common problems, community civic and social affairs, and any matters of interest in promoting better communication between local leadership and the people of the community level. The project director served as a resource person to assist the community leaders in finding solutions to their problems and directing them to the best sources for professional help. "Listen-in" sessions were held at Blount County Progressive Club, Moses Area Neighborhood Organization, Lonsdale Neighborhood Organization, 25-26 Community Club, WPT Kings, and Queens and Harley Road-Lyonsview Community Club. During Phase II specific goals were established for each organization. The major focus of Phase I was upon education and establishing rapport with the community. The community had begun to participate and recognize the meaning of self-help and cooperation.

Phase II provided assistance to selected community organizations in their self-help programs. As these organizations would become stable in combating the problem, the program would allow these groups to "fight their own battles." However, the program was always available to assist them. Each organization identified the most prevalent need of that community or area. Many of these organizations identified more than one need for their attention and action. It had been determined by many of these community groups, that other existing community groups should be invited to attend these meetings. It was felt that this attitude increased the pride in each community and extended the relationship to nearby community groups.

The Blount County Progressive Club gathers its members from Alcoa and Maryville. Approximately 90 percent of the families in the club are employees of the Aluminum Company of America in Alcoa. There is no significant deficiency in the economical attainment of these families. This is a very "close knit" community with a very nominal standard of social stratification. This group requested information and assistance in forming a wholesale-retail barbecue cooperation. Two movies were shown as a means of informing the people as to what can be done in a cooperative effort and how co-ops can be helpful. The movies shown ("What is a Co-op." and "Co-ops in Action.") served as a means of stimulating interest among the persons in the organization. After further discussion with the club members, a representative of the club and members of the program visited a barbecue establishment that was operating successfully (Aleck's Bar-B-Cue Haven in Atlanta, Georgia).

The 25-26 Community Club is located in East Knoxville. This organization began as a group of families who lived in the 2500 and 2600 block of Wilson Avenue and Selma Avenue decided to do something to improve and beautify the neighborhood. This community club has expanded to include approximately seven blocks of Wilson Avenue, Selma Avenue, and fringe areas of this community. This group is also involved in the establishment of a barbecue cooperative. The president observed the operation of Aleck's Bar-B-Cue Haven in Atlanta as a representative of the 25-26 Community Club. The Blount County Progressive Club and the 25-26 Community Club joined together to form the Alcoa-Knoxville Cooperative (temporary name) The Small Business Administration, other organizations in the community who were not involved with the program, and interested individuals from the community have joined forces to develop the cooperative and give assistance.

Harley Road-Lyonsview Community Club has shown interest in joining and sharing in the cooperative idea. This organization was in the midst of a home improvement and beautification program. However, they were making plans to also participate in the co-op program. There has been much progress shown in the present home improvement program. This organization concentrated on showing the success of their work in the spring of this year.

Moses Area Neighborhood Organization is concentrating its efforts in the direction of community improvement and recreation. This organization has initiated conferences and studies on behalf of the recreation program. The results of investigations have caused the community and the Recreation Bureau to recognize the need for expanded recreational facilities. Some progress was made in their home improvement program, but this was somewhat slow, due to the economical status of the families in this area. Even though this organization is located near Knoxville College, very few of the Knoxville College personnel participate in the activities of this organization. Approximately 95 percent of the members of this organization have income below the poverty level.

Lonsdale Neighborhood Organization is located in Lonsdale Homes of the Knoxville Housing project. Approximately 75 percent of the participants of this neighborhood organization live in the Lonsdale Homes Project. The most prevalent problem in this area is education and employment. The program assisted the West Knoxville Neighborhood Center of Knoxville-Knox County Community Action Committee in providing these services for this area. It was requested that some assistance be given in the instruction of Parlimentary Procedure. A movie was shown on the subject and the meeting was video taped prior to showing the movie. After showing the movie the video tape of the meeting was shown. At the January meeting another video tape recording was made. This enabled the officer and organization members to see themselves and evaluate their improvement.

The West Knoxville Neighborhood Center, the Lonsdale Neighborhood Organization and this program were instrumental in recommending and securing an Urban League Field Office at the Lonsdale Center. The Urban League had considered setting up a field office in that area before the neighborhood organization requested the program. The Urban League is meeting the needs of many of the families of this area. Radio Station WJBE has a program by remote broadcast from the Urban League Field Office. This is one means of advertising available job opportunities.

The W.P.T. Kings and Queens Organization is located in the Walter P. Taylor Homes. Most of this group are senior citizens and some are partially disabled. The director of the Walter P. Taylor Homes requested assistance by this program. These people wanted to make a contribution to the community, but were unable to do so for lack of confidence. They also had meetings, but they did not know proper Parlimentary Procedure. The Title I program video tape recorded the meeting and showed a film entitled, "Parlimentary Procedure." After showing the film, the video tape of the meeting was shown to enable these persons to make a self evaluation. It was later requested that a program be developed to close the "generation gap" between these senior citizens and the young people of this community. Students from Knoxville College now volunteer their time to act as projectionists for movies, etc.

The Adult Basic Education Program was established on October 1, 1968. This program is designed to assist and encourage persons from the community to complete the General Education Development Test and receive an equivalency high school diploma. These classes met two nights per week. Knoxville College students were used as recruiters, tutors, and assistants of supportive services. Approximately 20 students were enrolled in the class. There was an average attendance of seven students each class night. Faculty and Knoxville College students contributed to the progress of these enrollees, (i.e. science demonstrations by the Department of Physical Science).

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

It is felt that all of the objectives were met and realistically formulated. The people controlled their destiny, with the help of interested persons. The most important element involved in this program was the creativeness of leadership, and an attitude and atmosphere of progress and self help. The Title I program merely assisted the persons in the community. The people made their decisions and fulfilled their responsibilities. There were programs initiated in several communities. All of these programs have been completed except one program involving two communities. However, the program will continue, it is hoped, for a long, long time. The community leadership skills have been improved. Each organization increased the use of their skills with the confidence and leadership of persons from the community. The fascinating aspect of this program is the energetic, untiring efforts of the people of the community and the contributions of all segments of the community.

The program was initially greeted with skepticism by the community. The program began working with people as a "self-help" idea. It was indicated that we were merely "listening," not telling. The attitudes have now changed. There have been at least four new organizations involved in programs. However, these organizations usually assist or unite with an existing organization. The two most profound attributes discovered from this program, and hopefully developed by this program, are leadership and cooperation.

State Agency Recommendations

The State Agency was not furnished a comprehensive institutional and participant evaluation of the effectiveness of this program. From a review of the activities, it would appear that this program was a good beginning in the development of community leadership skills of the personnel in the selected organizations. The benefits of this program should continue to be evident in these organizations in the future. It is trusted that this program has strengthened the capabilities of Knoxville College to work in the area of community problems.

FISCAL YEAR 1967 PROPOSAL NUMBER SIX

Program Identification

"Business and Economic Forum," conducted at Austin Peay State University by Mr. Glenn S. Gentry, Chairman, Department of Business. Funding: federal--$1,802.04; non-federal--$600.68; total--$2,402.72. (A continuation of FY 1966 Proposal Number Seven.)

Statement of the Problem

The problem is that there is no systematic method of communication in the Austin Peay State University service area to bring economic thought and trends, both theoretical and practical, to business leaders, to the general public, and to students.

Program Objective

The objective of this program is to update and stimulate the economic thinking of business and non-business leaders in this upper Middle Tennessee area.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (November 15, 1968), the following activity has been completed since June 30, 1968. The final forum under this project, "Seminar on Taxation," was held on the Austin Peay State University campus on January 23, 1969. This conference was held at a time that would benefit professional accountants and others in their Federal income tax problems for the 1968 year. Changes and proposed changes in the Federal income tax and the State and Federal estate tax laws were discussed. Practicing accountants and lawyers got an opportunity to discuss some of their mutual problems among themselves and with the District Director of the Internal Revenue.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

The four public forums conducted under this program were: (1) "Communications in the Space Age" on November 20, 1967; (2) "Consumer Concerns: Today and Tomorrow, and Franchising in the Fast Food Fields in the 1960's" on March 28, 1968; (3) "Taxation and the Tax Base," on April 18, 1968; and (4) "Seminar on Taxation" on January 23, 1969.

All of the programs were held at a time when the topics involved were most current. Since the program on "Communications in the Space Age," the credit card industry has experienced a rapid growth, the banks and other private enterprises offering computer services have increased, and hospital communications by computers have been on the increase. All of these subjects and their future uses were discussed at the program on communications.

Since the consumers' concern and fast food franchising program, both Federal and State legislative bodies have been concerned and active in either passing or proposing legislation in the field of consumer protection. As for franchising in the food industry, the entire country, as well as the local area, has seen tremendous growth in the distribution systems for fried chicken, roast beef, and other fast foods.

Montgomery County has been faced with the problem of raising sufficient revenue to adequately finance its school system and other public services. In fact, schools were delayed in opening in September 1968 by one month because of differences, due mostly to financial problems, between school and county officials. All of these financial problems, their causes, and probable solutions were discussed at the April 18, 1968, program on "Taxation and the Tax Base." In addition to the local problem, State financial problems, especially those having to do with the State referendum for a constitutional convention, were explained and discussed by the State Comptroller of Treasury. Both Judge Beach of the Montgomery County Court and Comptroller Snodgrass did an excellent job on this program. Hardly an issue developed on the local level during the summer with reference to financing of the local school system that was not well aired at this meeting. The same statement can be made for the issues involving the referendum for a convention.

The first three of the programs under this proposal have had considerable carryover educational value for the public. Many of the thoughts and concepts are still being used in the analysis of public problems today. The last program, "Seminar on Taxation," was more of a workable, practical program for people engaged in a limited number of professions. During the program, expecially at the end of the program, participants were given an opportunity to express their opinions and to evaluate the program orally. In addition, a short duplicated evaluation form was given to the majority of the participants on which they could express their general views of the programs and make any comments that they wished. These oral and written evaluations by the participants were overwhelmingly favorably toward the programs, their objectives, and contents.

The faculty of the University actively engaged in the programs considers them to have been of much value to the general public and the University community. The only criticism the faculty has made is that we have been unable to induce a larger participation from the general adult public. Rather than having 30-100 adults from business, industry, and the professions, we had hoped to have 100-300. In spite of this smaller number of participants in this category, the faculty feels that the amount of funds spent on the programs was well spent.

State Agency Recommendations

While the State Agency has not been furnished a comprehensive report of the participant evaluation, remarks in the institutional final evaluation indicate that the forums were timely and well received by the participants. It appears that these forums, developed on an ad hoc basis, achieved a reasonable degree of success in meeting the program goals. It is hoped that future programs developed by Austin Peay State University will assist in developing its permanent capabilities to serve the community through continuing education programs.

FISCAL YEAR 1967 PROPOSAL NUMBER SEVEN

Program Identification

"Expansion of Institute of Urban Development," conducted at Memphis State University by Mr. Paul R. Lowry, Director, Bureau of Business and Economic Research. Funding: federal--$18,519.00; non-federal--$6,173.00; total--$24,692.00. Cooperating agencies: State Division for Industrial Development; Northwest Tennessee Economic Development Council (OEO); West Tennessee Industrial Association; Memphis-Shelby County Plannign Commission; Harland Bartholomew and Associates; Shelby County Quarterly Court; officials of the City of Memphis hospitals; and Shelby County Property Assessor's Office (A continuation of FY 1966 Proposal Number Nine.)

Statement of the Problem

A need exists in the urban area of Shelby County and other West Tennessee counties for additional adult education in community problems and training of professional and sub-professional personnel in the method of identifying and dealing with community problems.

Program Objectives

The objectives of this proposal are: (1) to designate and develop programs that will lead to additional personnel trained in urban and community problems, including refresher courses for personnel in public administration and urban planning, and seminars on community problems; and (2) to make a continuing study of the community needs in education and training programs that will assist the West Tennessee communities in their social and economic growth.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the Institute for Urban Development conducted a supervisory training series at John Gaston Hospital for employees of all City of Memphis hospitals from June 17, 1968, through August 2, 1968. This series was entitled "City Hospital Supervisory Personnel Instruction," and it consisted of seven two-hour lectures and discussion sessions on management and interpersonal relations for each of three groups of personnel containing 20-25 persons (a total of 21 sessions in all). The topics covered included: (1) the sociology of a modern hospital; (2) the duties and responsibilities of the supervisor with regard to organization, objectives, and communication processes; (3) the dynamics of interpersonal relations in a modern hospital; (4) the role of the supervisor in understanding superior-subordinate relationships and work group behavior; and (5) the socio-psychology of understanding personnel. This series was attended by 76 persons.

On November 13, 1968, the Institute conducted a "Business Outlook Conference" attended by sixty-one business and community leaders from the Memphis and Mid-South area. The topics discussed included: (1) the national economy; (2)

Memphis and the Mid-South; (3) real estate and construction; and (4) retail trade. This conference is held annually as a means of presenting the business and industrial leadership of Shelby County and West Tennessee area with meaningful data which will allow them to plan production schedules for the coming year. This indirectly affects a larger labor force and is important in planning to prevent cyclical disruptions in employment in the area.

The Institute participated in the "Veterans in Public Service Program" for six weeks--from November 25, 1968, to January 17, 1969. It has become a recognized premise that the constructive influence of the responsible male is conspicuously absent in the culture of the ghetto. This program was conceived to reinstate this influence (at least on a limited basis); it was felt that it could best be implemented in the environment of early childhood educational and recreational organized programs currently existing in the disadvantaged areas. Sixteen Viet Nam era veterans were employed by the city school system as health, physical education, and recreation aides to work part-time in selected ghetto area schools, community centers, and in the Memphis Community Learning Laboratory located on the campus of LeMoyne-Owen College in the heart of the inner city. To assist the participants in the learning and skill development approach to the program, the Institute provided staff members with qualifications in specialized areas to direct the laboratory experiences. Team and individual experience-centered presentations were made in the areas of (1) communications (speech, reading, writing, and listening), (2) "turned-on" mathematics, and (3) child development. One-hour classes were conducted five days a week for the six-week period. The participants then related this to their activities with the children and youth almost immediately. The unviersity personnel and the veterans constantly evaluated this-as-yet-untried but innovative program as a partial solution to problems that are daily fare for those who taste the ghetto tastelessness and feel the failure penetrated environment.

On December 12, 1968, Memphis State University conducted a conference on the neighborhood effects of public housing and urban renewal as a part of the "Demonstration Project of Neighborhood Values." The topics discussed included: (1) the influence of public housing and urban renewal on neighborhoods (2) neighborhood problems in Memphis, caused by public housing and urban renewal; and (3) future studies of neighborhood problems in Memphis. This conference was attended by sixteen business and community leaders, both Negro and white, in the Memphis area. These leaders were chosen from the field of home building, mortgage banking, health and welfare planning groups, and planning commissioners. These groups were limited so that the attendees could informally and candidly discuss their ideas and opinions on what is now being done in the areas of public housing and urban renewal and what is being done in the future. During the last four months of the fiscal year, considerable interviewing in low, middle, and upper income neighborhoods has been done in an effort to determine values in each of these neighborhood groups. After completing an analysis of this data, the results will be presented at a second conference on neighborhood values to be held on October 14, 1969, which will be open to the total population as well as community leaders.

The Institute is planning a conference entitled, ""Forward Memphis: A Pilot Study of Citizen Participation in Urban Goal Formulation." This project is to be a joint venture with the Memphis Area Chamber of Commerce, the Health and Welfare Planning Council, and Future Memphis. Under the present plan, task forces will be organized to study the goal formulation process in Memphis.

These task forces will be composed of representatives from all social strata in Memphis. After a thorough study of the set of goals, the town meetings will be held to present the results of the task force effort. Local citizen involvement in this project should be large.

Program Status

This program has been extended through June 30, 1970.

Institutional Evaluation

At the conclusion of the conference for City hospital supervisory personnel the attendees were asked to fill out an evaluation form listing significant ideas that they had derived from the program, any particular feature of the program to which they were attracted, and any criticisms that they had which would make a program of this type more worthwhile in the future. The majority of the responses indicated that the attendees had learned that there are many ways of dealing with fellow employees, both of a high and lower level, and of accepting ideas of others, through contrary to their own. The participants also felt that hearing the views of other employees gave them an insight into how to deal with their own problems. The criticism received most often was that the sessions were too short or should be given more frequently. Many felt that it would have been beneficial to them if they could have discussed with the lecturers and other employees certain specific situations they had encountered and received suggestions as to how the problems could have been handled. Some personnel also felt that the same type of program should be given for other classifications of employees other than supervisory so that the problem of communication could better be solved. It seems that, on the whole, the program was well received and greatly desired by those who attended, and that it may have played some part in helping to alleviate a most critical problem now facing the City of Memphis hospitals.

At the conclusion of the "Business Outlook Conference," the attendees were asked to fill out an evaluation form giving their candid opinions of the conference and to suggest ways in which they believed the conference could have been made better. The responses received indicate that the participants feel the conference served a most worthwhile purpose and that it definitely should be continued in future years. Some very useful suggestions were received. In the opinion of the staff of the Institute for Urban Development, the "Business Outlook Conference" is one of the most important events in the Memphis area each year. It is vitally important to the management and directors of the firms in the area that provide jobs for 1,000 employees.

As a result of the current "Veterans in Public Service Program" and its obvious success, the Memphis City Board of Education is now in the process of developing a proposal to further this splendid cause. In association with Memphis State University, the Memphis City schools system has received encouragement to submit a request for funds to exceed $250,000 for the implementation of the Career Opportunities Program modeled after VIPS. The Career Opportunities Program will involve the teacher-aide type of employee, both male and female, in nine different areas of elementary education. This is a commendable recommendation for the VIPS program, since it was a pilot type of experiment and now it is being successfully transferred into the above mentioned proposal. It is felt that there is a high possibility that the Career Opportunities Program will be funded.

The "Neighborhood Values" conference was one of the most fruitful held on the Memphis State campus in some time. It brought together black and white leaders for a discussion of the major problems of the inner-city area of the City of Memphis. There is no question that the discussions during this conference made many of the white local officials more aware of the problems of the black community. In addition, it made these leaders and the black leaders aware that there are problems of low-income white groups in the inner city. The conference was directly responsible for the Bureau of Business and Economic Research of Memphis State University receiving a $12,000 grant from the University of California at Los Angeles to study ways and means to induce the private industries into the low-income housing market in the inner city of Memphis. The study is presently being conducted. The data presented in the study and the problems discovered in the investigation of the inner city area will be used in future conferences to inform the community leadership of problems in the inner city. There was no formal participant evaluation of this program. However, the participants unanimously expressed the desire to have future sessions of a similar character.

State Agency Recommendations

From a review of the four activities conducted during the period of this report, it appears that the Institute for Urban Development has become a viable operation with significant programming on urban problems in the Memphis area. The State Agency is encouraged that the Institute has progressed from the *ad hoc* "projectitus" state to its inclusion as a operating department of the Memphis State University Division for Regional and Urban Studies with programs designed to assist the public in the recognition of local problems and the construction of potential solutions.

The final evaluation of this proposal (due after June 30, 1970) should provide a comprehensive assessment of the value of this program in assisting citizens and public officials in their understanding and resolution of regional urban problems. It should also delineate this proposal's role in strengthening the capability of Memphis State University to work in the urban community.

FISCAL YEAR 1967 PROPOSAL NUMBER NINE

Program Identification

"Institute on Pharmacological Therapeutic Alternatives," conducted at Meharry Medical College by Dr. Charles D. Proctor, Professor of Neuropharmacology. Funding: federal--$11,544.00; non-federal--$4,367.14; total--$15,911.14. (A continuation of FY 1966 Proposal Number Fifteen.)

Statement of the Problem

Considerable lag always exists between the advances resulting from research in the area of drug therapy and the application of these advances to clinical therapeutic utility. While such lag occurs to some extent in large urban medical centers, it is usually even greater in the rural areas and in poverty depressed districts of urban areas having a high population-to-physician ratio. In many instances the earliest critical assessments of the clinical therapeutic value and the mechanisms of action of pharmacological agents are made in medical schools and teaching hospitals. As these assessments are always undertaken in the frame of reference provided by the experience with older drugs, it follows that any new, useful pharmacological agency in a given area of therapeutics almost always represents a pharmacological therapeutic alternative to older agents in the same area. It is felt that exposing the practicing physician from rural areas, and from urban districts with high population-physician ratio, to the early evaluation of pharmacological therapeutic alternatives made routinely and critically in a medical school would be of greater value to the improvement of patient care in the communities in which these physicians serve. Several important aspects of the over-all management of cases of poisoning are related to such situations as they occur prior to contact of the poisoning victim with a physician. Examples of these aspects of the poisoning situation include: accurate contribution to the case history, rational first aid measures (e.g., knowledge of what to do and what not to do), and the often neglected, but extremely important preventive toxicology.

Program Objective

The current objective of this program is to make appropriate presentations on drug abuse and poisoning to groups of parents, teachers, and other groups that will provide them with helpful information on the poisoning situation and the untoward effects of psychotogenic (psychedelic) agents.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activities have been completed since June 30, 1968. "Poisoning in the Home" was the topic presented to a training session of the second group of neighborhood health aide trainees of the OEO-MAC Nashville Meharry Neighborhood Health Center. This presentation was made on July 25, 1968. The presentation consisted of a 50 minute lecture illustrated by latern slides, followed by somewhat more than one hour of an open "question and answer" type discussion participated in by the trainees, some center staff, and operational project staff. The talk covered common situational examples of poisonings, information on the utility of poison control centers, guidelines for lay action in cases of poisoning, rational first aid measures in poisonings, and prevention of poisoning. The lengthy discussion took up these sub-topics and the matter of the psychological factors often associated with poisonings. Attendance consisted of 24 trainees and 5 center staff persons.

"Drug Abuse" was the topic presented to the Public Health Nursing staff of the Public Health Department of Metropolitan Nashville and Davidson County on July 29, 1968, in the Lentz Public Health Center, Nashville, Tennessee. The presentation followed the usual format (a lead lecture illustrated with projector slides, followed by an open "question and answer type" discussion participated in by all present). Drug abuse was discussed in the lecture from the viewpoint of history, pharmacological mechanisms involved, addiction, habituation, and through discussion of representative case histories illustrating the liabilities fruitional from drug abuse. This session was attended by 50 staff public health nurses and 2 staff public health physicians.

"Psychedelic Drugs" was the topic presented October 21, 1968, before a joint session of the Women's Club and the Men's Club of St. Joseph Church, Madison, Tennessee. The topic dealt with psychedelic drugs rather than with the whole spectrum of drug abuse. Attendees consisted of 95 adults, most of whom were parents.

"T. V. Panel on Drug Abuse" was the presentation arranged for the "Noon Show" televised on November 7, 1968, over WSM-TV, Channel 4, in Nashville. Format for this program was somewhat different from the prior television presentation (February 4, 1968, "Drug Abuse--Viewpoint" --WSIX-TV, Channel 8), in that the previous program consisted of a panel of experts engaging in discussion of drug abuse while this one consisted of questions presented for answer to the project director by Messrs. Francis "Red" O'Donnel (columnist, The Nashville Banner and Judson "Jud" Collins (commentator, WSM-TV). The program was able to take up drug addiction, drug habituation, abuse of psychedelic agents, and one illustrative case history involved with drug abuse. The Neilson Index estimate of the viewing audience for the date of the program, as furnished by WSM-TV, set the audience at 82,000 adult viewers. The program was also recorded and a shortened (15 minute) portion of it edited and used for presentation that same evening on WSM radio.

"Poisoning in the Home" was the presentation made to the Holy Rosary School Association on November 11, 1968. This session was presented in the School Auditorium, Donelson, Tennessee. Eighty adult persons, consisting of parents and teachers, attended the program.

"Discovering the Facts on and Learning about Drug Abuse" was presented to the Pearl High School Parent-Teacher's Association on January 9, 1969, in the High School Library (Nashville, Tennessee). Attendance was 55 adults consisting of parents and teachers.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

A measure of the effectiveness of an "awareness" program can be obtained by an estimate of the degree of value which the program audience itself places upon the program presentation. Our project has attempted to assess this kind of parameter by use of a questionnaire which allowed the attendee the opportunity to express his or her opinion on the following: whether or not the new knowledge was gained (by the attendee) as a result of participation in the program; whether or not attendance at the program was useful to the attendee (within the vocational perspective of use as concerned with his or her "charges"--e.g., children, pupils, patients); and the degree of understanding of the presentation which the attendee felt he or she had at command (e.g., whether or not the highly technical subjects were too technically presented).

In summary, the data obtained appears to indicate that the program has probably been able to achieve the goal of increasing community awareness of the problems related to poisonings and drug abuse. The questionnaire was administered to a population of 519 out of the 1,187 attendees in the direct "live" contact programs, and the data appears to indicate that a postulate of effective creation of enhanced awareness of these issues hold true within the attendee population. If only the "live" attendee contacts are considered, cost of the program has been slightly less than $13.00 per attendee. Such cost accounting is rendered invalid, however, because of the television outreach, increasing program person contact markedly (from a total of 1,187 "live" attendees to an estimated 90,687--allowing for the somewhat conservative Nielson audience ratings of TV viewers to be near correct). Countenancing the probability that TV viewing can increase "awareness," the cost per attendee comes to slightly more than $0.15 per capita.

State Agency Recommendation

From a review of the institutional and participant evaluation, it appears that this program has been highly successful in increasing community awareness of the problems related to drug abuse and poisonings. This program is an excellent example of the flexibility of the Title I program, in that the Phase II drug abuse and poisoning presentations grew out of the Phase I recommendations of the physicians involved in the original "Institute on Pharmacological Therapeutic Alternatives." There is a continuing need for programming in the issue of drugs and drug abuse; however, so much of the current problem is youth oriented that Title I would be limited in its approach to the problem. Consequently, the State Agency is encouraged that legislation (H.R. 17523) has been introduced in Congress to authorize grants to public educational and social service agencies to conduct drug education programs.

FISCAL YEAR 1967 PROPOSAL NUMBER TEN

Program Identification

"Cooperative Continuing Education in Medicine, Dentistry, Pharmacy and Nursing Aimed at Community Health," conducted at The University of Tennessee Medical Units (Memphis) by Mr. Wallace H. Mayton, Jr., Director of Continuing Education. Funding: federal--$15,000.00; non-federal--$5,000.00; total--$20,000.00. Cooperating institutions: Vanderbilt University School of Medicine, Meharry Medical College, and The University of Tennessee Memorial Research Center and Hospital (Knoxville). (A continuation of FY 1966 Proposal Number Seventeen.)

Statement of the Problem

The people of the communities within the State need to receive the best of health care through the use of the latest methods in diagnostic treatment and procedures. Physicians, dentists, pharmacists, and nurses should be reached with the latest information on health problems of urban communities; diseases that are widely prevalent; new advances in mental health, cardiology, oral cancer, home and community nursing techniques; and pharmacological discoveries.

Program Objectives

The objectives of this proposal are: (1) to assure the best and latest health care to people of the community by offering the persons in the professions of medicine, dentistry, nursing, and pharmacy the opportunity to keep abreast of the latest developments in their respective fields; and (2) to assist the community hospitals in offering better service and treatment.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (November 15, 1968), the following activities have been completed since June 30, 1968. This program offered a course in "Dermatology" on August 21, 1968, in Columbia Tennessee. The purpose of this course was to acquaint physicians in general practice with the latest developments in the diagnosis and treatment of skin diseases. The topics included: (1) acne; (2) psoriasis; (3) dermatitis eczema; (4) cancer and sunlight; and (5) case presentation. This program was attended by 17 practicing physicians. This same program was also presented in Cookeville on August 22, 1968, and was attended by 11 practicing physicians.

On September 23-24, 1968, "Operative Dentistry" was offered in Johnson City. The course presented a re-evaluation of the current concepts of dentistry, with emphasis on the routine techniques encountered in the daily practice of dentistry. The topics covered included: (1) philosophy and objectives of operative dentistry; (2) diagnosis and treatment planning; (3) preparation of estimates and discussion of financial arrangements; (4) case presentation to the patient; (5) selection and comparison of materials, such as amalgam, gold foil, silicates, resins; (6) planning cavity preparation; (7) operative methods, instrumentation, and procedures; (8) the etiology of dental caries; and (9) amalgam and inlay technique. This program was attended by 20 practicing dentists.

On September 27, 1968, "Rheumatoid Arthritis" was offered in Knoxville. This course was designed for physicians in practice to acquaint them with the current clinical problem encountered in the diagnosis and treatment of rheumatoid arthritis. The topics covered included: (1) diagnosis and treatment of rheumatoid arthritis; (2) laboratory tests in collagen diseases; (3) differential diagnosis of collagen diseases; (4) physical medicine and rheumatoid patients; (5) surgical management of arthritis of the hip; (6) hip problems in rheumatoid arthritis; and (7) case presentations. This program was attended by 40 participants.

On October 16-17, 1968, "Obstetrics and Gynecology" was offered in Fayetteville. This course was presented by lectures, supplemented by visual aids, case presentations, demonstrations and informal discussions with opportunity for the faculty and attending physicians to discuss informally and exchange ideas on the problems in the practice of obstetrics and gynecology. The topics discussed included: (1) "Construction of an Artificial Vagina" (film); (2) surgical complications of pregnancy; (3) nonconceptive uses of the oral contraceptive; (4) menopausal menstrual disorders; (5) hemorrhagic complications of labor and delivery; (6) current management of invasive cervical cancer; (7) infant and adolescent gynecology; (8) the infertility work-up; (9) management of patients with Rh negative sensitization; (10) errors in the use of the pap smear; (11) management of vaginitis and vulvitis; (12) continuing problems of artificial insemination; (13) ovulation induction; and (14) case presentations. This course was attended by 25 practicing physicians.

On October 31-November 1, 1968, "Diagnostic Radiology for General Practitioners" was offered in Knoxville. The topics discussed included: (1) radiology of the lungs; (2) radiographic evaluation of heart size and configuration; (3) radiology of the G.I. tract; (4) newer techniques of G.I. tract examination; (5) evaluation of breast radiology; (6) diagnostic isotopes; (7) evaluation of the gall bladder; (8) percutaneous cholangiography; (9) radiographic analysis of bony abnormalities; (10) arthritis; (11) radiographic examination of kidney disease; (12) penal angrography; and (13) lymphangiography and venography. This course was attended by 22 participants.

A course entitled "Treatment-Emotional Problems of the Family Constellation" was offered November 15, 1968, in Knoxville. The program was designed for physicians in general practice to acquaint them with the treatment of emotional problems of the family constellation. The topics discussed included: (1) counseling relatives of mentally ill patients; (2) family therapy; (3) the family and mental health; and (4) counseling-treatment of the emotional problems of the family constellation. This program was attended by 28 participants.

Also prepared under this program was a correspondence course in "Pharmaceutical Jurisprudence." This course was designed to provide an opportunity for the professional pharmacist and allied health professionals to keep abreast of the most recent Federal and State laws governing the practice of pharmacy. It consists of nine lessons and a general examination covering the complete course. The lessons included: (1) laws and courts; (2) community pharmacy operation and civil liability; (3) Federal Narcotic Act; the Harrison Narcotic Act; (4) Federal

Narcotic Act; drugs subject to federal narcotic law prescriptions; (5) Federal Narcotic Act; registrations, reports, order forms, storage, enforcement; (6) Federal Food, Drug and Cosmetic Act; general provisions; (7) Federal Food, Drug and Cosmetic Act; the Durham Humphrey Amendment; (8) Federal Food, Drug and Cosmetic Act; the Drug Abuse Control Amendments of 1965; and (9) The Federal Hazardous Substances Labeling Act and Federal Regulations on Tax-Free Alcohol. A maximum of twelve months will be allowed for the completion of the course. Participation in the course since it began in January 1969 has increased to 160 practicing pharmacists, with 26 having completed the course requirements.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

Although the progress was slower than originally anticipated, the sponsoring institutions have been able to initiate a continuing education program for members of the health professions in selected communities throughout the State of Tennessee. By first obtaining the acceptance, cooperation, and assistance of the administrative staff of each community hospital and members of the health professions in the respective communities, and second, determining the specific continuing education needs in each community, the sponsoring institutions were able to proceed with the planning of programs to be offered in each community.

Although continuing education may be pursued in many forms, it is often impossible or impractical for many persons to take advantage of some of the forms that are offered to them. By taking advantage of the correspondence approach, this program has enabled the pharmacist to set his own schedule and pace in the comfort of his home or office. This correspondence course provides, also, a continuous program as opposed to the concentrated, sporadic exposure offered by classroom instruction and seminars.

Interest in the program throughout the state has increased and should continue to increase during the coming years. The program has progressed to the point where it is now able to support itself, and it is the plan of the sponsoring institutions to proceed with this community continuing education program in the State, thus enabling many members of the health professions to participate in continuing education training who could not or would not participate before the plan was initiated.

State Agency Recommendation

From a review of the activities conducted under this proposal, the individual courses appear to be well developed and practical in their presentation. It would appear that the program objectives have been achieved to some degree in the medical, dental, and pharmacy professions in the geographic areas where the courses have been offered. It appears that this program has been successful in helping to establish a Statewide system of continuing education for the medical professions. It is hoped that the cooperative programming between the State's three medical schools begun under this proposal will be utilized to meet the continuing education needs of the medical professions in Tennessee.

FISCAL YEAR 1968 PROPOSAL NUMBER ONE

Program Identification

"Training program in Adult Education," conducted by the College of Education at The University of Tennessee by Mr. Ralph R. Balyeat, Coordinator of Special Projects. Funding: federal--$17,500.00; non-federal--$17,500.00; total--$35,000.00. Cooperating agencies: Tennessee State Department of Education and East Tennessee Education Association.

Statement of the Problem

The 1960 census data revealed that in Tennessee there are 666,402 adults twenty-five years and older with less than an eighth grade education, comprising approximately one-third of the adults in this State. Over 48,000 of these adults have no record of formal schooling. The needs and problems of adult basic education (ABE) in Tennessee deserve increased attention. One major problem in establishing an effective adult education program in Tennessee is the procurement of qualified ABE teachers. There is a deficiency of qualified ABE teachers, and there is an immediate need to initiate educational programs to train and retrain teachers who will work with the under-educated adult. For an ABE program to be maximally successful, it is imperative that a teacher have knowledge of, and an understanding for, problems peculiar to adult learning and to the adult learner. This problem will be compounded as adult education becomes an accepted procedure, and the future offers no alleviation to the scarcity of teachers, unless steps are taken now to meet the demands of both present and projected needs.

Program Objectives

The objectives of this proposal are: (1) to rectify the current deficiency of qualified adult basic education teachers; (2) to provide the ABE teacher with the knowledge and understanding of: the psychological and sociological factors in influencing the ABE learner; the unique teaching techniques applicable to the ABE learner; the problem inherent in evaluating the ABE student; the application and utilization of standardized tests; the learning theories applicable to the ABE student; the identification of the real needs of ABE learners at varying levels of learning; the utilization of visual aids, instructional equipment, and outside resources; the selection, evaluation, and utilization of materials for ABE classes; the potential establishment of child care centers for employed ABE students; the effectiveness and evaluation of phonic techniques; the philosophy and administration of a "life centered" curriculum; and the application and evaluation of techniques for teaching basic skills to ABE students; (3) to induce or strengthen attitudinal changes on the part of the ABE teachers toward: the sociological background of the ABE learner; the "lower class" orientation of most of the ABE learners; and the psychological factors which either deter or enhance the motivation and learning of the ABE student; and (4) to induce or strengthen, on the part of the ABE teacher, behavioral changes that would allow or enhance: communication with a group that functions best on a non-verbal level; the reflection of more empathy and less sympathy in working with the ABE learner; and identification with a group that lacks middle-class orientation.

Program Activities

Activities during the past year (July 1, 1968, to June 30, 1969) were limited to coordination with the development of a comprehensive Statewide inservice and preservice ABE teacher training program by the State Department of Education. This program involved both Memphis State University and The University of Tennessee in the Adult Basic Education Program of the Southern Regional Education Board. A project director trained in adult education will be added to the College of Education faculty in January 1970 to conduct this Title I program and the U-T effort on the SREB program.

Program Status

The original program dates for this proposal were from November 1, 1967, to December 31, 1968. Activities were temporarily suspended on June 30, 1968; the new completion date is projected to be June 30, 1971, with program activities beginning early in 1970.

Institutional Evaluation

Evaluation procedures for this proposal will be: (1) administration at the termination of the workshops and institutes of an evaluative instrument designed to measure increased skills, attitudinal changes, and need fulfillment; (2) an instructor's appraisal, including an evaluation of process and materials; (3) participants' self-appraisal of performance; and (4) follow-up observations and instrumental evaluation of participants as they conduct ABE classes.

State Agency Recommendation

Although more than two years have elapsed since this program was originally scheduled, this program still has a great potential to help meet a major adult education problem in Tennessee. The University of Tennessee is committed to a successful consummation of this proposal and to the development of a comprehensive, coordinated, Statewide ABE teacher training program. The University of Tennessee has exercised decisive leadership in envisioning the need for developing strong institutional capabilities in this area, and it has unquestionable competency in the broad area of teacher training. It appears that a substantial start has been made in adult basic education, and the training program developed at The University of Tennessee. Upon completion of this proposal, it is expected that the U-T College of Education will have an on-going, permanent capability to work with adult education problems in the community. It is hoped that the final, comprehensive evaluation will give some good, useful measure of the effectiveness and impact this proposal has had in meeting the stated program objectives.

FISCAL YEAR 1968 PROPOSAL NUMBER TWO

Program Identification

"Improving Methods and Techniques in Adult Education," conducted at Memphis State University by Dr. Donnie Dutton, Director of Adult Education. Funding: federal--$19,000.00; non-federal--$19,000.00, total--$38,000.00. Cooperating agencies: Tennessee State Department of Education, West Tennessee Education Association, and the West Tennessee Regional Employment Security Office.

Statement of the Problem

The same problem identified in FY 1968 Proposal Number One would also be applicable to this proposal. West Tennessee has reflected a need for teacher training in the area of adult basic education (ABE) through the expressed concerns of industry about the large number of potential employees who lack minimum functional literacy required to perform satisfactorily the basic industrial processes. West Tennessee educators have solicited technical assistance from University personnel to assist in the development of programs in basic education and to assist in the training of teachers to carry out these programs. West Tennessee school systems have requested the development of methods and techniques of traingn ABE teachers which would fulfill the professional needs of West Tennessee communities through training and leadership services.

Program Objectives

The objectives of this proposal are: (1) to rectify the current deficiency of qualified adult basic education teachers; (2) to provide the ABE teacher with the knowledge and understanding of: the psychological and sociological factors influencing the ABE learner; the unique teaching techniques applicable to the ABE learner; the problem inherent in evaluating the ABE student; the application and utilization of standardized tests; the learning theories applicable to the ABE student; the identification of the real needs of ABE learners at varying levels of learning; the utilization of visual aids, instructional equipment, and outside resources; the selection, evaluation, and utilization of materials for ABE classes; the effectiveness and evaluation of phonic techniques; the philosophy and administration of a "life centered" curriculum; and the application and evaluation of techniques for teaching basic skills to ABE students; (3) to induce or strengthen attitudinal changes on the part of the ABE teacher toward: the sociological background of the ABE learner; the "lower class" orientation of most of the ABE learners; and the psychological factors which either deter or enhance the motivation and learning of the ABE student; and (4) to induce or strengthen, on the part of the ABE teachers, behavioral changes that would allow or enhance: communication with a group who function best on a non-verbal level; the reflection of more empathy and less sympathy in working with the ABE learner; and identification with a group who lack middle-class orientation.

Program Activities

On October 4, 1968, the project director spoke on "What's Ahead in Adult Education" to approximately 55 persons at the Adult Education sectional meeting of the West Tennessee Education Association. The project director made a presentation on "Motivating the Adult Learner," with special emphasis on the educationally and socio-economically deprived, at the National Distributive Adult Education Conference held in Memphis on January 27-30, 1969.

On December 14, 1968, an inservice training workshop was held for adult basic education teachers and supervisors at Jackson State Community College. This workshop was attended by 102 participants, and covered the Federal Government's role in adult education, guidance and counseling in adult education, programmed instruction in adult education, and human values in adult education. The instruction was presented at these workshops through the use of films, lectures, discussion sessions, and question and answer sessions.

On February 28 and March 1, 1969, a workshop was conducted for Shelby County ABE teachers on the subject of "Teaching Reading to Illiterate Adults." On May 10, 1969, the same workshop was conducted at Jackson State Community College for all of West Tennessee, excluding Shelby County. The two workshops were attended by 129 adult basic education teachers and supervisors.

Two courses were offered in ABE at Memphis State University: (1) "Basic Principles of Adult Education"; and (2) "Special Problems in Adult Education." Both of these are graduate level courses and carry three semester hours of graduate credit. Two graduate courses in adult education are currently being offered in the first session of summer school. These are "Basic Principles of Adult Education" and "Methods and Techniques in Adult Education." The former is the same as the course offered in the spring semester; the latter is a different course and carries three semester hours of graduate credit. Six additional courses have been submitted to the Graduate School requesting approval for future offering. In addition to this, a Master's Degree Program in Adult Education has been developed and submitted for approval.

Program Status

This program has been extended through June 30, 1970.

Institutional Evaluation

Based on the data presented in the two evaluative studies, the project director concluded that the workshops were extremely successful. Although there were some slight differences between some of the variables examined, participants rated the workshops very high as evidenced by the favorable frequency responses. (The project director published a 54 page evaluation of the December 14, 1968, workshop at Jackson, Tennessee. Two instruments, an evaluation scale and a questionnaire, were used to make the evaluation. He also published a 58 page evaluation of the two inservice workshops on February 28-March 1, 1969, and on May 10, 1969, using the same two instruments. These studies were basically concerned with determining if there were any differences between the degree of value ascribed to the workshops and certain characteristics [variables] of the participants. In addition, various comments from the participants [taken from the questionnaires] were included in the appendices.)

State Agency Recommendation

A start has been made by Memphis State University to become meaningfully involved in preservice and inservice training of adult basic education teachers and supervisors in West Tennessee. Since demonstrated progress in meeting the objectives of this proposal has been understandably slow this year, the staff of the State Agency was pleased to concur with the project director's request to extend this project an extra year; hopefully, this extension will ensure a permanent process for the development of methods and techniques for the continuing training of (and leadership services for) ABE teachers and supervisors that would fulfill the professional needs of West Tennessee communities. The staff is encouraged by the development of graduate courses in adult education at Memphis State University, along with efforts to create a new department of Adult Education there.

Of course, the final evaluation of the effectiveness of this proposal will be submitted to the State Agency next year. This final evaluation should include a succinct narrative by the project director that would provide: (1) a cogent summary of accomplishments obtained in the various workshops, the graduate courses, and the other leadership services provided in this project; and (2) an independent final assessment by the project staff at Memphis State University concerning progress made in meeting the program's objectives, with some projections for future progress in improving methods and techniques in adult education in West Tennessee.

Taken by themselves, the evaluative studies of the workshops, which determined the differences between the degree of value ascribed to the workshops and certain variable characteristics of the participants, resulted in many tables of frequency distributions that provide obtuse conclusions for the casual reader. The final evaluation of this project should answer three questions: What has been the real value (and accomplishment) of this program (in meeting its objectives and in assisting in the solution of this community problem)? How has Memphis State University improved its institutional competency in this area of community service programming (in improving methods and techniques in adult education)? What will be the projection of the future level of maintaining and increasing operations in adult basic education after Title I funds have been expended and are no longer available to Memphis State University?

FISCAL YEAR 1968 PROPOSAL NUMBER THREE

Program Identification

"Seminar on Community Economic and Human Resource Development," conducted at Tennessee University by Dr. R. Grann Lloyd, Director, Division of Business and Professor of Economics. Funding: federal--$2,279.63; non-federal--$2,279.64; total--$4,559.27. Cooperating agencies: Nashville Area Chamber of Commerce, Middle Tennessee Businessmen's Association, Metropolitan Nashville-Davidson County Government, and Metropolitan Action Commission.

Statement of the Problem

The American people have achieved a high level of material well-being and they now insist upon economic security. And yet, many are constantly burdened with the economic insecurity that accompanies unemployment, low wages, poverty, and other maladjustments in existing economic social conditions. Economic inequality in the United States today results in poverty for millions of people. Its by-products include crime, delinquency, disease, ignorance, immorality, indifference, and irresponsibility. Poverty, like unemployment, deprives individuals of their human dignity and fulfillment as well as their material conforts. Housing, employment, and poverty appear to be the most crucial community problems in Metropolitan Nashville-Davidson County. Since one of the essential requirements of man is security, it is desirable to develop ways and means of ameliorating both poverty and unemployment. Moreover, since recent nationwide social unrest has focused attention on the evils of poor housing conditions, something must be done to alleviate this problem.

Program Objectives

The objectives of this project are: (1) to give community leaders, employers, professional workers, and others a better awareness and understanding of the problems involved in their consequences; (2) to seek and develop workable approaches and solutions to these difficult problems for competent authorities in the areas of employment and poverty through informally exchanging ideas, experiences, and opinions; and (3) to encourage and stimulate participants to use their influence and positions to improve employment opportunity and reduce the level of poverty and economic deprivation in metropolitan Nashville-Davidson County.

Program Activities

Since the publication of the Second Progress and Evaluation Report (November 15, 1968), and due to the press of academic and administrative responsibilities at Tennessee State University, no additional activity was attempted.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

Refer to Second Progress and Evaluation Report, page 75-76.

State Agency Recommendation

Refer to Second Progress and Evaluation Report, page 76.

FISCAL YEAR 1968 PROPOSAL NUMBER FOUR

Program Identification

"Training Professionals to Work with Current Community Problems," conducted by the College of Home Economics at The University of Tennessee by Dr. Margaret Perry, Assistant Dean, College of Home Economics. Funding: federal--$11,111.05; non-federal--$11,111.06; total $22,222.11. Cooperating agencies: State Welfare Department, Tennessee Home Economics Association, Tennessee Dietetics Association of the American Dietetic Association, Association of Child Daycare Centers of Greater Chattanooga, State Department of Education School Food Service, and the American School Food Service.

Statement of the Problem

In The Identification of Community Needs in Tennessee, the areas of employment, youth opportunities, and poverty are cited as the first, second, and fourth major problem areas in Tennessee. Although professional home economists in all areas of Tennessee are at present attempting to work with poverty problems, youth opportunities, occupational training, child daycare centers, Head Start programs, nutrition education and food economics, and problems related to Medicare and food stamps, adequate training for working with the disadvantaged group is not available to those people who are in a position to be of service. Many of the persons who desire to work with the community problems need updated information to be of value in the programs; and as more women join the labor force, more children are left in child care centers. Trained staff are few in number.

Program Objectives

The objectives of this proposal are: (1) to provide basic information and applicable methods for working with low income groups, including finance, credit, and consumer information; (2) to train teachers, food service directors, extension agents, and other professionals to work with unskilled persons in the area of occupational training; (3) to update nutrition knowledge for professionals working with community health problems; and (4) to provide an inservice training program for the staffs of daycare centers.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activities have been completed since June 30, 1968.

The third phase (nutrition education) was a short course entitled "Nutrition 5710" in Knoxville on July 1-12, 1968, for three hours of graduate credit. The topics covered included: (1) nutrition in today's world; (2) basic concepts of nutrition; (3) focus on people - infants and preschool children and their mothers; (4) focus on people - adolescents; (5) focus on people - the elderly; (6) the disadvantaged; (7) focus on food; (8) combatting food misinformation and developing good attitudes toward nutrition; and (9) evaluating progress in nutrition. Twenty participants were enrolled in this course.

On July 8-19, 1968, a short course on "Child Development and Family Relationships 5720" was conducted at Martin for graduate resident credit. The course covered current programs and trends in child development and family relationships with emphasis on development in infancy. Twelve participants were enrolled in this course.

On July 29-August 9, 1968, a short course on "Home Management, Equipment and Family Economics 5720" was conducted at Martin for three hours of graduate credit. This course was (1) an examination and evaluation of the existing governmental and voluntary programs for strengthening family life of low income families; (2) a study of socio-economic and environmental needs of low income families; and (3) the consideration of gaps in societal programs with emphasis on home economics subject matter. The twelve participants of the course included high school teachers, home economics teachers, community action program workers, home service directors, and dietitions.

The final phase of this proposal was conducted on July 14-25, 1969, when a workshop on "Consumer Education--Working With Low Income Families" (Home Management, Equipment and Family Economics 5730) was offered at Knoxville. The workshop explored some of the major problems faced by the poor in the marketplace, the role of consumer education in helping to solve these problems, and methods of reaching low income families with this information. Topics included: (1) understanding the culture of poverty; (2) managing limited income to meet family needs; (3) intelligent buying; and (4) existing and proposed governmental programs to aid the poor. The 28 participants included high school and college home economics teachers, extension agents, and home economists.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The "Consumer Education" course was unique in its structure and in the varied backgrounds of both participants and instructors. With participants from different occupations, ages, income levels, areas, races, and religions, each individual proved to be an asset to the program as experiences, insights, and problems were shared. This diversity of background also adds to the range of persons who will be reached either directly or indirectly by the participants.

The relatively large number of lecturers (for one course) and their varied backgrounds also added to the uniqueness of the course. They were able to provide a depth of information on the topics covered which would have been impossible with one or two instructors.

Methods of evaluation included a preliminary questionnaire, a written and an oral evaluation. It is anticipated that questionnaires will be sent to all participants in approximately one year to learn ways in which the course was useful to the participants and the approximate number of people reached by them.

Twenty-seven participants indicated that the course was a good use of Title I funds; one that it was adequate. All participants stated that their knowledge of the scope of consumer education was increased; 27 stated that knowledge of family life at the lower socio-economic levels was increased; and 25 stated that they were helped in identifying contributions which, as a home economists, they might make in improving the well-being of families. The remaining participants checked "somewhat" as the answer to these questions. Twenty-six indicated interest in participating in a similar two-week course next year.

State Agency Recommendation

The College of Home Economics at The University of Tennessee, Knoxville, has not furnished the State Agency with any formal institutional or participant evaluation of the three courses offered in the summer 1968, nor has there been any comprehensive institutional evaluation of the total program.

From a review of the content of these courses, it would appear that they were successful to a significant degree in attaining the stated program objectives. The format of the program--graduate courses in home economics--limited the participation to slightly over 100 persons, but the occupational multiplier effect of the participants should reach several thousand people. It is recommended that future programs of this nature be designed to work with a wider range of participants, possibly utilizing a less formal instructional format.

FISCAL YEAR 1968 PROPOSAL NUMBER SEVEN

Program Identification

"Professional Development Program for Tax Assessors," conducted by the Center for Training and Career Development at The University of Tennessee by Mr. Don M. Sullivan, Executive Director. Funding: federal--$24,743.64; non-federal--$24,743.66; total--$49,487.30. Cooperating agencies: Office of the Comptroller of the Treasury (including the Office of the Local Government and the Division of Property Assessments), State Board of Equalization, Tennessee Municipal League, and Tennessee County Services Association.

Statement of the Problem

There are numerous problems in the administration of the property tax or in the assessment procedures presently applied by tax assessors and their deputies. Some of the present conditions include low assessments in comparison with actual value, inequality of assessments, assessments of personal and real property at low ratios, infrequent reappraisal programs that review all parcels of property, and the like. Almost all of these problems can be related to two basic causes: (1) present assessors and their deputies are not fully competent or fully qualified to carry out the functions of their positions; and (2) no comprehensive development program exists to assist assessors or their deputies to become competent and qualified to carry out their duties and responsibilities. Recent legislation from the Tennessee General Assembly provided salary increases, additional duties, additional responsibilities, and additional qualifications for assessors; but the legislature did not provide a way to upgrade the skill, knowledge, or ability of these tax assessors.

Program Objective

The objective of this proposal is to activate a professional development program designed to provide educational training courses for approximately 180 tax assessors and deputies in an effort to raise the standards of assessors and to assure that the Statewide assessment functions will be performed in a professional manner by competent assessors, meeting clearly-specified professional qualifications.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activities were conducted since June 30, 1968. Institute I of the professional training program for tax assessors was held in Gatlinburg on September 9-20, 1968; in Nashville on November 11-22, 1968; and in Jackson on January 20-31, 1969. The East Tennessee section had 41 participants: 32 assessors, 6 deputy assessors, 1 assistant assessor, 1 assessor field man, and 1 appraisal engineer for a private firm. The Middle Tennessee section had 55 participants: 36 assessors, 15 deputy assessors, 2 members of Boards of Equalization, and 2 members of the Division of Property Assessments. The West Tennessee section had 70 participants: 24 assessors, 20 deputy assessors, 23 members of the Division of Property Assessments, and 3 other interested individuals.

The format of the professional training program was day-long formal class instruction for two weeks, covering the following topics in Institute I: structure of State and county government; functions of each county office; functions of the assessor's office; Tennessee law relative to assessors; the State Board of Equalization; the county board of equalization; the Division of Property Assessments; the tax structure in Tennessee; review of assessments in some typical counties; basic Tennessee real estate law; history of Tennessee; geography of Tennessee; and how the tax dollar is spent in Tennessee. A comprehensive examination was given at the end of the Institute.

Institute II of the program was held in Chattanooga on April 21-25, 1969; and in Memphis on June 16-20, 1969. The Chattanooga section had 80 participants: 51 assessors, 12 deputy assessors, 16 assessor's office personnel, and 5 other interested individuals. The Memphis section had 31 participants: 21 assessors and 10 deputy assessors. The format for the Institute was day-long formal class instruction for one week. The topics included: the tax structure in Tennessee; how the tax dollar is spent in Tennessee; geography and geology of Tennessee; properties subject to assessment; how to work with real estate brokers, tax consultants, appraisers, and others; the value of keeping a current appraisal file; how to search for deeds, wills, and court decrees; basic Tennessee real estate law; and review of assessments in some typical counties. A comprehensive examination was given at the end of the Institute.

Institute III of the program was held in Jackson on October 20-31, 1969, with 62 participants: 33 assessors, 15 deputy assessors, and 14 other interested individuals. The method of instruction for the first week of Institute III consisted of speeches and lectures in gathering and analyzing sales information; maintenance of ownership maps; measuring and listing, building codes and zoning laws, and appraising oil company properties; a panel discussion on merchants and ad valorem tax; and a case study in residential appraising. A comprehensive examination was given at the end of the first week. The second week of Institute III was conducted by the International Association of Assessing Officials from Chicago, Illinois. It was divided into two sections: Section A - Basic Appraisal Techniques I, and Section B - Advanced Appraisal Techniques II. Topics covered in the second week consisted of the theory of value; the market approach to value, including urban land renewal; basic and advanced techniques in cost approach; and farm and land valuation. A comprehensive examination was also given at the end of the second week by the International Association of Assessing Officials.

The last section of Institute III, and Institutes IV and V will be conducted under fiscal year 1970 Proposal Number Two beginning November 1, 1969.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

This proposal for providing training for Tennessee property assessors was activated on November 1, 1967. The length of the program was anticipated to be one year; however, due to unforseen circumstances, the original program was granted a one year extension beginning November 1, 1968, and ending October 31, 1969. Although the program required two years to complete, the success of the program exceeded all original expectations. The Tax Assessor Career Development Program was designed to activate professional development of all Tennessee tax assessors and their deputies by providing educational and training courses throughout the State. The thrust of the program was aimed at raising the standards as well as the abilities of assessors to assure that appraisals and assessments of property would be made by competent, qualified, and dedicated individuals. The specific objectives of this program were to plan, design, and implement a comprehensive professional development program for tax assessors and their deputies which will assure that statewide assessment functions will be performed in a professional manner by competent assessors, meeting clearly the specified professional qualifications.

Specific program commitments were as follows: (1) to activate a professional development program for tax assessors and deputies through the State; (2) in cooperation with eight State agencies, a planning committee, and universities and colleges, to identify the required skills, knowledges, and abilities of a qualified assessor; (3) to develop program curriculum, establish performance standards, and criteria, and establish program priorities; (4) to locate and utilize a pool of instructors for priority courses; (5) to initiate a program centrally or regionally, as found best suited to needs; (6) to develop and specify qualifications required for assessor certification in the State of Tennessee; (7) to provide professional development training for approximately 180 assessors and their deputies; and (8) to allow the program to be planned by cooperating agencies. These commitments have been successfully achieved, and in many cases far exceeded. In terms of numbers, 518 hours of instruction were scheduled in the program; a total of 839 participants were involved; and a total of 28,204 manhours were encompassed in the overall program.

The participants were enthusiastic in their response to the training program. This has been demonstrated by their attendance for one- or two-week training periods in addition to their normal work loads. Many of the participants paid their own expenses to attend these sessions.

State Agency Recommendation

From a review of the program activities, site visits to the training sessions, and the institutional and participant critique of the training sessions, it would appear that this program has made a significant effort toward achieving the stated objectives. A professional development program for tax assessors now exists where there was none previously; assessor personnel have attended and responded to the training beyond all expectations, and at considerable personal costs and time away from the job. This program has provided professional training in an area of critical importance to local and State governments.

It is hoped that this program and the FY 1970 proposal will establish an on-going inservice training program for tax assessors that will function long after the Title I funds are expended. It is trusted that upon completion of the FY 1970 proposal, the Center for Training and Career Development will provide a final evaluation that will measure the true effectiveness of this total training program and will provide an assessment of how the Center's capability to provide government training has been strengthened by these two proposals.

FISCAL YEAR 1968 PROPOSAL NUMBER EIGHT

Program Identification

"Technical Assistance to Tennessee Municipal Officials," conducted by the Municipal Technical Advisory Service at The University of Tennessee by Dr. Victor C. Hobday, Executive Director, Municipal Technical Advisory Service. Funding: federal--$40,000; non-federal--$40,134.53; total--$80,134.53. Cooperating agencies: Tennessee Municipal League and some 200 municipal governments of Tennessee.

Statement of the Problem

Municipal officials and employees need technical assistance in operating municipal governments and in solving many varied problems, including inadequate financing to provide services at the levels and of the quality demanded by their citizens; construction of public works and capital facilities to keep pace with mushrooming population; expanding city limits and extending city services into annexed areas; trying to recruit, train, and retain competent personnel; and keeping abreast of the technological developments and applying them to their operations.

Program Objective

The objective of this consulting service is to provide technical assistance to officials and employees of Tennessee cities and towns on virtually the full range of municipal functions and activities.

Program Activities

The four Title I consultants are responsible for advising and assisting officials and employees of municipalities within their respective districts on a wide range of problems. They make numerous visits (822 in the thirteen months covered by this project), thereby becoming personally accepted as a quasi-member of each municipality's staff and often rendering on-the-spot advice and technical assistance while on such visits. Some problems require research and written reports, usually in letter form, are furnished on such problems. Consultants also act as communication links for a wide variety of information concerning municipal affairs.

In addition to the activities listed in the Second Progress and Evaluation Report (November 15, 1968), during the last five months--July 1--November 30, 1968--the four Title I consultants made 315 visits to cities in Tennessee. A report was made for each of these visits; these reports show that a very large number of problems (from one to ten per visit) were discussed with officials and employees, covering a wide range of municipal activities. It is not practicable to list all of these problems in this report, but the consultants' reports are on file in MTAS and may be examined at any time. (Refer to program activities for Fiscal Year 1969 Proposal Number Eight for examples of problems handled by the consultants.)

Research-type assistance was provided on the following matters: municipality's insurance program; annexation (6); utility cuts in street pavements; incorporation of new city; municipal revenues; fire protection facilities; survey of municipal operations; organization of city government (2); fiscal controls within city government (2); amending building and plumbing ordinances; drafting water and sewer ordinance; municipal services in newly-annexed area; school safety patrol; financing water system improvements; budget system (2); functions of board of zoning appeals; reactivation of volunteer fire department; salaries of public safety personnel; qualifications required of school board members; federal aid; recruitment of city engineer; city purchasing practices (2); replacement of city-owned vehicles; policy for extension of water lines; codes' enforcement; evaluation of bond bids; analysis of budget and fixing tax rate; parking fines; regulation of mobile homes; conduct of city council meetings.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The institutional evaluation is that this is a very effective way of delivering technical assistance to municipalities. Consultants carry their expertise and information into city halls by frequent visits, and these repeated personal contacts in time induces acceptance of them as members of the "municipal team." In this day when many universities and colleges are fumbling around for ways to become involved in the "urban problem," the observation is justified that the MTAS program exceeds all others known to the project director in terms of effective involvement and impact.

State Agency Recommendation

From a review of the list of services rendered by MTAS through field visits, correspondence, and more extensive research-type assistance, it is evident that this Statewide program has been successful in attaining the stated program objective. MTAS, with its legislative fiat and Statewide competencies, is well qualified to provide this type of assistance to municipal officials. The University's capability to provide this type service has been strengthened by the expanded delivery system made available with Title I funding. It is hoped that this network of district consultants has demonstrated its value and that increased support from the municipalities and the State will continue this district approach when Title I funds are no longer available.

FISCAL YEAR 1968 PROPOSAL NUMBER THIRTEEN

Program Identification

"Assisting Community Leaders in Developing Methods for Diagnosing Community Problems," conducted at Middle Tennessee State University by Dr. Thomas R. VanDervort, Associate Professor of Political Science. Funding: federal--$16,000.00; non-federal--$16,000.00; total--$32,000.00. Cooperating agencies: Tennessee Municipal League, Tennessee County Services Association, Office of Economic Opportunity Agencies in the region, Upper Duck Regional Planning Commission, Tennessee Planning Commission, community ministerial association, area chambers of commerce, and the League of Women Voters.

Statement of the Problem

As demonstrated in The Identification of Community Needs in Tennessee, there is a communications gap existing between governmental leaders and a lack of public support and participation. The communities in the Middle Tennessee area do not have adequate means of identifying social, economic, and political problems. This can be seen by requests from local officials for certain governmental services, such as city planning and stream pollution control, to be provided by the State when, in fact, such services are already there for the asking. There is evidence also that, within a given community, one action group may not know when another group is working in the same field or has collected information of a nature useful to the first group. There is also the problem of assisting community leaders in identifying communication networks (or the lack of them) in their communities, leadership patterns in the community, decision making processes utilized in community problem solving, and methods of removing blocks in the community problem solving process. The political machinery for both identification of problems affecting the community and for devising methods for their solution is out-dated and has not been changed to meet the needs of changing economic, social, and demographic patterns. Civic groups are generally unaware of their potential political influence in identification of community problems and particularly in the procedures to be used in urging community action to solve some of these problems.

Program Objectives

The objectives of this proposal are: (1) to strengthen communications between the various elements of communities in the Middle Tennessee area by aiding community leaders in identifying particular problems within their own communities; (2) to help them devise better methods of decision-making and community problem solving; and (3) to increase the knowledge of participants by exposing them to the experiences of neighboring communities and devising better methods of problem identification and problem solving.

Program Activities

In addition to the activities listed in the *Second Progress and Evaluation Report* (dated November 15, 1968), the following activities have been completed since June 30, 1968. A minimum of six three-day meetings with community leaders was originally planned for the Middle Tennessee region. After completion of the planning session, involving representative leaders from eight communities in the region, and after holding a two-day session in Shelbyville under the program as originally conceived, two major changes were required to meet the above stated objectives: (1) a reduction in the number of communities to three rather than the eight in the original proposal, and (2) the utilization of a variety of approaches which included working with existing civic action groups.

An eight-hour session was held on March 4, 1969, concerning juvenile delinquency and youth opportunities and the utilization of various techniques in identifying problems of this nature. Interagency cooperation and communications were emphasized to a group of 60 agency personnel from Welfare, OEO, Probations, and related organizations. There were 100 MTSU students who attended some of the lecture sessions.

A one-day Community Affairs Workshop was held in Lebanon on June 20, 1969, for thirty leaders from Lebanon and Wilson County. The program content included group dynamics exercises. Topics included: (1) views of Lebanon--past, present, future; (2) identifying issues; and (3) how can a community move to resolve issues?

A one-day County Magistrates Conference was held at MTSU campus on June 28, 1969, for 30 county magistrates from newly reapportioned county courts in Coffee, Giles, Lawrence, Montgomery, Putnam, Rutherford, and Williamson counties. Topics covered included: (1) general summary of the role and functions of the county magistrate or justice of the peace in Tennessee; (2) sources of information and assistance available to local governments in Tennessee; and (3) reorganization of the committee structure in Rutherford county.

The staff has participated in a number of minor conferences with civic action groups and has offered consultation and advice which has aided in the process of community problem identification and problem solving. The Shilo and Rosenwall communities in Rutherford County invited members of the staff to attend their meetings. The staff encouraged the Shilo organization, which was concerned about road improvement in their area, to invite their county court representatives to their meetings and to obtain their help in solving problems. A film on civic participation was shown the Rosenwall group which was concerned about getting the city of Smyrna to annex their area so that it could be serviced by water and sewer facilities. These efforts by our staff aided in identifying problems and obstacles to their solution. The road improvements for the Shilo area are now underway, and the Rosenwall group is still debating whether annexation is an answer to their problem.

Staff time was spent aiding a student organization of the MTSU campus in establishing a tutorial program for culturally deprived children. This program involves the Neighborhood Service Center aides in Rutherford County and MTSU students along with interested citizens. It is an attempt to solve a community problem by aiding community leaders in identifying this problem and aiding them in community action. This program involves utilization of previously unused university resources.

By attending monthly meetings of the Rutherford County Council on Human Relations, some members of the staff have tried to gather a backlog of information and ideas concerning the problems of this community in the area of race relations. This is a delicate area which requires the development of confidence and trust between members of the staff and the Negro community before particular problems can be identified and adequately understood. Activities here have enabled us to identify many problems, both psychological and material, and to promote action designed to alleviate these problems.

The staff has consulted with members of the rules committee of the Rutherford County Court providing assistance in its effort to reorganize the committees of the court. This staff time has established contact with local leaders attempting to solve a problem which has an important bearing on the solution of other problems and on improving the general mechanism of community problem solving in this county.

Students have been involved and encouraged to undertake projects which can make a contribution to the identification or solution of community problems in the area. Student projects in the area of housing, code enforcement, forms of local governmental organization, available revenue sources for local government, and reapportionment of county courts and school boards are among those that have been undertaken. Some of these studies have been used by local organizations and governmental agencies in assessing and analyzing their problems.

Work with the Rutherford County Court has led to another phase of the project which logically follows from the initial work with civic leaders. Several governmental officials have supported workshop sessions for county magistrates. Staff time was utilized in the preparation of these conferences and in looking into various aspects of reform of county government in Tennessee. On May 20, 1969, two members of the Rutherford County Court visited McMinn County to inquire into their county manager form of government. As a result of the contacts made with county officials, students in several MTSU classes are developing formal papers, under staff direction, designed to explore various alternatives to improvement of county government.

Several interested leaders in Lebanon have requested aid in developing a study of Wilson County government. The staff has responded to this request and has been able to assign an upper-division political science major to work with the Lebanon Chamber of Commerce. The Community Affairs Workshop in Lebanon has also produced requests from the local Council on Human Relations for aid in developing a race relations workshop. The staff has made several trips to Lebanon to attend organizational meetings with this group. Aid in contacting consultants and other arrangements for effective programming have been provided by the staff.

Work with the communities in this project has helped stimulate interest in developing plans for a Regional Community Services Institute at Middle Tennessee State University. This is a logical outgrowth of the original proposal and should be reported as supplemental activity utilizing staff time and effort. Dr. Grubbs, from the staff, has been instrumental in developing the initial proposal which has been supported by the administration and the president of this institution. It is now being considered by other State officials.

Program Status

This program has been extended through December 31, 1970.

Institutional Evaluation

Programs conducted by our staff have established important contacts that have resulted in additional programming and continuation of the type of communications between diverse community leaders which our programs were intended to stimulate. In both Lebanon and Murfreesboro we have had repeated contacts and additional requests from participants (many of these follow-up activities have been explained in the summary of activities).

We feel that while we may not have altered attitudes we have enhanced communications between individual leaders interested in progressive change in their communities. The requests that we have received from various civic and political leaders reflect a desire to take action to effect such change. Our work with county magistrates, who have now formed the Tennessee County Magistrates Association, is particularly illustrative of the type of continuing development of communications which will lead to future improvements in county government.

We think that the information and experience gained by our staff in identifying local community problems and obstacles to their solution can lead to more specific proposals for future Title I programming. The proposed conference for local Human Relations Commissioners is another example of the community problem solving mechanism.

We have found that our most successful programs involved participants from several different communities in this area. Participants appear to be more willing to accept criticism and suggestions from their counterparts in other communities than they do from other leaders in their own community. The cross-fertilization that occurs at conferences which cut across political boundaries is considered by our staff to be exceptionally useful in stimulating new ideas and in promoting the process of self-examination. Therefore, we have altered our approach considerably in order to promote this cross-fertilization.

We have also attempted to promote programs which focus on more specific problems rather than general aspects of community problem identification. The community affairs workshops in Lebanon and Shelbyville tended to evoke only vague notions of what was to be accomplished. We have found that programs which focus on more specific problems such as juvenile delinquency and improvement in county government tend to involve participants immediately in the problem at hand. However, these conferences do tend to presume what the community's problems are.

We feel that student involvement in the objectives of this program have the effect of increasing citizen involvement in local governmental problem identification and problem solving. It also promotes the utilization of a community resource and furthers our general educational objectives at Middle Tennessee State University.

We realize that these supplementary efforts of our staff do not fit neatly into our original program. However, we think they are perhaps more significant in meeting the objectives of our program than the "official" group dynamics sessions we have organized. They reflect our own involvement in our community and our efforts to really do something to promote the objectives of Title I of the Higher Education Act.

Finally, our staff has developed invaluable experience and personal contact with local community leaders in this area and has become more knowledgeable to the problems facing these communities. We are passing this knowledge on to our students and we have attempted to develop contacts between our students and local community leaders. The establishment of personal contact and dialogue between the university community and local communities in our area is perhaps the most significant contribution that this program has made to fulfilling the objectives of Title I.

State Agency Recommendation

From a review of the program activities and the institutional evaluation, it would appear that this project has been instrumental in getting Middle Tennessee State University involved in a meaningful way in problem-solving assistance in its service area. As a result of this involvement, a Regional and Community Services Research Center has been established at the University and county magistrates have formed the Magistrates Association of Tennessee.

It is hoped that the final evaluation report will provide a comprehensive assessment of the accomplishments of this program and measure the true effectiveness of the community development thrust at Middle Tennessee State University.

FISCAL YEAR 1968 PROPOSAL NUMBER FOURTEEN

Program Identification

"Development of Youth Opportunities Through a Program of Parent Education and Continuing Education for Workers with Youth," conducted at Lambuth College by Dr. Frank W. Welch, Assistant Professor and Director of the Office of Sociological Services. Funding: federal--$15,000.00; non-federal--$15,000.00; total--$30,000.00. Cooperating agencies: Chamber of Commerce Youth Encouragement Program, Child Welfare Council, Health, Welfare and Safety Council of Jackson-Madison County, Jackson Area Council on Alcoholism, Jackson Central Council of P.T.A., Jackson City school system, Jackson Housing Authority, Jackson Junior Chamber of Commerce, Jackson-Madison County Principals Association, Jackson Mental Health Association, Jackson Ministerial Association, Tennessee Department of Employment Security, Tennessee Department of Public Welfare, Tennessee Division of Vocational Rehabilitation, Young Men's Christian Association of Jackson, and Youth Town of Tennessee, Inc.

Statement of the Problem

Jackson is located in the center of West Tennessee. As has many other communities, Jackson has grown tremendously in the area of industrial development and manufacturing. The population, however, still depends upon the same institutional patterns which were adequate at the turn of the century. Divorce, desertion, and family breakdowns have exceeded the national average. Poverty is ever present. Housing and daycare centers are practically non-existent. Family service has not yet come to Jackson. No organization speaks for the family and its needs. Tennessee is one of the few states in the Southeast which does not have an organization to coordinate and promote better family living. Little planning for family welfare, either psychological or sociological, has been undertaken. The youth of this community bear the unjust results of this situation. The school dropout, the deserving but poor, the sexual deviant, the rioter, the incompetent, and the unadjusted worker are most often the product of instability in the home. Professionals in many areas concerned with family life have no means of working together and of sharing their mutual needs and problems.

Problem Objectives

The objectives of this proposal are: (1) to develop an awareness of the importance of the family in the development of healthy personalities; (2) to provide learning opportunities for parents who desire to improve the quality of their home life; (3) to provide opportunities for continued learning for professionals who work with youth and families; (4) to provide a ready resource for agencies and persons in the community who need consulting and counseling services in the areas of the family and of working with youth; and (5) to develop a general public awareness throughout the State of family needs and current changes in the family life style.

Program Activities

In addition to the activities listed in the Second Progress and Evaluation Report (dated November 15, 1968), the following activities have been completed since June 30, 1968. Organizational efforts in behalf of a Tennessee Council on Family Relations has involved a Steering Committee of 35 representatives from colleges and family agencies across the State. This Council would promote family life by serving as a resource agency aiding in making State policy in family welfare decisions and by providing a continuing education program for professionals in this subject area. Meetings of the Steering Committee were held on December 6, 1968; February 7 and March 6, 1969, to plan for a Statewide organizational conference of the Council on November 7-8, 1969.

The project director provided counseling and consulting services for 16 civic, religious, and government agencies during the year, including assistance to the Salvation Army in its efforts to develop and operate a daycare center in Jackson. Personal counseling for individuals involved 60 hours of the project director's time.

In cooperation with the Jackson Department of Housing Improvement and other area institutions of higher education, a series of seminars called " An Experiment in Better Family Living" were held from February 4-July 2, 1969, in a privately-owned, federally-subsidized rental project (East Parkway Apartments). The seminars consisted of a lecture or demonstration in the home of a participant on such topics as interior design, home lighting, cleanliness, sanitation, food preparation, health and beauty aids, sewing and clothing construction, and a healthy environment. There were 17 sessions involving 139 residents of the rental project. The sessions provided professional ideas and promoted the sharing of ideas from the participants.

A non-credit continuing education seminar entitled "Working with Pre-School Children" was held from April 15-June 17, 1969. The 12 sessions covered such topics as intellectual development, socialization, emotional development, motor development, guiding the behavior of the young child, planning and curriculum, language arts, arts and music, play activities, physical facilities (equipment and materials), mathematics, science, social studies, working with parents, and sex education. Ten kindergarten, daycare, and nursery teachers participated in the seminar.

Program Status

This program has been extended through September 1, 1970.

Institutional Evaluation

The evaluation procedures to be used in this program will include: participant evaluation, evaluation by the professionals involved, and evaluation by the project director. Pre- and post-tests will be given to the participants to determine some of the attitude changes which occur. Depth studies will also be conducted. (No evaluation report was submitted for the activity completed by June 30, 1969.)

State Agency Recommendation

It is obviously too early for the State Agency staff to form an opinion on this new program, which appears to be directed toward aiding in the solution of an identified community problem in Jackson-Madison County. It is expected that a full, comprehensive final evaluation will give an appraisal of the progress which this proposal has made toward the attainment of its stated objectives. It is trusted that the final institutional and participant evaluation, utilizing the evaluation procedures listed above, will give some good, useful measure of the effectiveness and impact this proposal has had in meeting the stated program objectives. Perhaps a well-written, succinct publication, available for wide distribution across the State, could document the gains made by Lambuth College in the development of youth opportunities through a program of parent education and continuing education for workers with youth. The State Agency could then make some informed assessment of the value of this prototype Title I proposal and could make a recommendation whether a program of this type should be considered for other areas of Tennessee.

FISCAL YEAR 1968 PROPOSAL NUMBER SEVENTEEN

Program Identification

"Community Education for Model Cities," conducted by Vanderbilt University in consortium with Fisk University, George Peabody College for Teachers, Meharry Medical College, and Tennessee Agricultural and Industrial State University by Parker L. Coddington, Director of the Office of External Affairs. Funding: federal--$2,012.76; non-federal--$2,012.76; total--$4,025.52.

Statement of the Problem

Nashville has been designated a Model City and has received a planning grant for the development of a Model Cities project in the North Nashville area, a particularly impoverished section of the city and one in which under-education, functional illiteracy, and lack of marketable occupational skills occur in proportions far greater than elsewhere in Nashville. As a part of the Model Cities project "the community intends to take a new and extended look at its schools, along with a protracted view of its political and service structure of this (North Nashville) area." The North Nashville schools "can be expected to operate as an entity of government and to help give social direction, but they also have the obligation to be a cooperating and contributing factor of the total community action." There is a need to give initial impetus to this plan of involving the schools and, with and through them, the residents of the Model Cities area in a program of action-oriented education and training, and to help guarantee involvement of these area residents at this initial stage. Thus there is a need to provide the Model Nashville Citizens Council, community leaders, and area residents with complete information on the concept of community schools.

Program Objectives

The objectives of this proposal are: (1) to bring together representatives of agencies, institutions, and groups concerned with the improvement of conditions in the model neighborhood area of Nashville and to focus attention to the role of the public school as a community service agency; (2) to involve approximately 70 participants, including representatives of institutions of higher learning, Model Cities and Metropolitan Government, and local citizens (such as students and public school administrators and teachers), to develop new strategies for the civic improvement process; and (3) to develop a rather detailed plan for the establishment and conduct of some form of a community schools program for the Model Cities area.

Program Activities

This program consisted of two workshops concerning the community school concept fostered by the Mott Foundation in Flint, Michigan. This first workshop was held at Washington Junior High School in Nashville on October 29-31, 1968, for 43 representatives of the Metro schools central administration, the target area schools administration, teaching staffs of area schools, Parent-Teacher

Associations, area universities, area residents, and the Model Cities agency and education task force. This workshop primarily concerned the concepts and function of the community school, community school reorganization, and the community school idea in Nashville. Dr. Fred Totten, Director of the Mott Foundation Graduate Program, Flint, Michigan, and Mr. Louis Piotrowski, intern in that program and former director of community schools in Chattanooga, served as consultants for the program. Dr. Totten, who has been connected with the Flint program for some thirty years, was able to speak most lucidly and convincingly about the broad social significance of community education and about many of the practical problems that the movement has encountered. Mr. Piotrowski was able to illustrate both the problems and the potential of community education from a nearby and very familiar context.

Four participants who were members of the Model Cities task force on education sought to have that task force formally recommend that a community education program be included as a component of the Model Cities Five-Year Plan. As a result of subsequent presentations and efforts by this program, a community education component was included in 30 projects submitted in the Nashville Model Cities Plan to HUD for approval and funding.

In addition to these activities, a second workshop was held on November 12-13, 1969, at Central High School in Nashville for 42 participants representing the Urban Observatory's Research Agenda Planning Group on Education and the Teacher Education Alliance for Metro. This workshop brought the concept of the community school persuasively to the attention of these two recently organized and potentially very effective education-government consortia in Nashville and planned the next steps in the process of establishing one or more community schools in areas of Nashville outside the Model Cities Neighborhood. At the conclusion of this project, one inner-city high school had appointed a faculty-community committee to see to the creation of at least one or two community-school programs before the end of that school year.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

Residents of the Model Cities area felt that this program had been the first practical and promising thing that they had encountered in connection with the Model Cities Program. The inclusion of a community school component in the Model Cities Plan is evidence of the importance and success of this program.

State Agency Recommendation

The program activities and resulting events provide the real evaluation of this program. Not only has the Model Cities Agency included a community school project in its Five-Year Plan, but other areas of Nashville have been stimulated into exploring the possibility of establishing similar programs. This is a perfect example of the type of one-time-only projects that Title I should encourage between institutions and their communities. Although this was basically a one-time effort, the program has multiplier effects in that the project personnel are involved in the continuing community service efforts of their institutions.

FISCAL YEAR 1968 PROPOSAL NUMBER EIGHTEEN

Program Identification

"Tennessee Government and Higher Education: A Conference on Facing Community Problems," conducted by the Division of University Extension at The University of Tennessee by Dr. Kenneth D. Wright, Assistant Dean, Division of University Extension. Funding: federal $2,828.57; non-federal--$2,828.57; total--$5,657.14. Cooperating agencies and institutions: Office of Urban and Federal Affairs; Office of Local Government; Tennessee Municipal League; Tennessee County Services Association; and ten or more public and private colleges and universities, including Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, Southwestern at Memphis, Vanderbilt University, the University of Chattanooga, and other divisions of The University of Tennessee.

Statement of the Problem

Colleges and universities lack adequate channels of communications with community leaders and officials to identify community problem areas and to propose suitable programs by institutions of higher education in the area of community development. The combined resources of government and higher education have not been sufficiently coordinated on a comprehensive basis to aid in the solution of community problems in Tennessee. There is a need for conversation between experienced educators of adults from Tennessee colleges and universities and experienced State government officials from departments which work with the communities.

Program Objectives

The objectives of this proposal are: (1) to get experienced educators of adults in institutions of higher education and State leaders together to explore ways to help each other on community problems; (2) to open channels of communication whereby community leaders can call upon higher education in Tennessee in determining what to ask for, how to work together to identify needs, and how to work together to plan and carry out some definite, concrete action; and (3) to encourage both groups to converse, think, and act together on such things as university consultation services, technical services to cities, mass media efforts to reach people, conferences in the community to do the job of planning, task forces from the universities to help communities organize programs of action, and any other appropriate educational services that a college or university can offer a community, a region, or the State.

Program Activities

The proposal stated that the conference would be held in October 1968, but after the first meeting of the two advisory committees created for the project, it was clearly evident that much more time would be needed for preparation and promotion of such a conference. The date was accordingly changed to late April 1969, in the hope that the Tennessee General Assembly would be over by that time and that perhaps some legislation affecting city and county governments might be passed during the session.

An advisory committee of certain University of Tennessee and State Government officials was invited to meet and discuss the conference with the project director; a meeting which was held on August 7, 1968. A similar meeting of adult education leaders was held on August 21, 1968, to which the government committee was also invited.

After these exploratory meetings, it was decided that the project director would spend several months investigating in a cursory manner the field of community development nationally and would write a bibliography of items which should be recommended to the conferees.

On January 13, 1969, the two committees were asked to comment on the proposed dates of April 29-30, 1969, and the site of the conference. Approval was given by mail and the conference was set for those dates in Nashville, and publicity efforts started early in February 1969.

Just before the conference, the members of the two committees were again approached for a final suggestion that they send material for discussion and that they be prepared to discuss certain pertinent matters from the floor. Most of the members did participate extensively prior to and during the conference. The two day conference covered these topics: (1) why we are here; (2) what is going on now--reports on national, State, local, and university programs; (3) focus on government; (4) focus on education; and (5) State, city and county panel. Thirty-nine State, local and university officials attended the conference. The proceedings were summarized and sent to all participants.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

It can be stated and documented that the planning and management of the conference proceeded in an excellent manner. It is entirely likely that the act of getting five or six prominent State Government and State university leaders in community development together to plan this conference, and getting eight officials of colleges and universities to meet and plan a confrontation with government people was more fruitful than the conference itself. The conference was apparently meaningful and important to many of the people who came. It is, however, the final assessment of the project director that the following items were omissions, faults, or unavoidable deterrents to any important results of the conference:

1. Only one county judge came to the meeting, and three city officials from two cities. The State Government people came in gratifying numbers, but not from the highest level of government where decisions are made. The college and university attendance was good, but the lack of local government people was a disappointment.

2. The agenda was too flexible and permissive to allow any sharp and continuing focus on a small number of problems. This type of open discussion was chosen deliberately, after two days of discussion with the advisory committees, and it is quite possible that it was the right format to use. But in any case it resulted in many local and state problems being stated by people with special interests, with very little discussion in depth of more than five or six of them. It would seem now that a further step could well be a series of conferences on more narrowly restricted fields, such as university consultation to governments, labor and economic problems, social and philosophical problems, and services that education can offer in perhaps a half dozen identified fields.

3. The inherent frustration of most conferences caused by a long period of discussion of many interesting and often exciting things, followed by a departure with no future effort identified, was very real in this project. An outstanding weakness of the project was the total lack of any continuing program or plan or idea of next steps.

4. Finally, the project director assumes the responsibility for failing to follow the conference within a week or two with a meeting of both advisory committees to go over the proceedings carefully and to make an evaluation of the important things that were said. Certainly such considerations as lack of time and funds must be noted, but the fact remains that such a critical evaluation over an entire day should have been made and reported to the conferees.

In summary, it would seem that the idea of a Statewide conference of governmental and educational leaders is a sound one, and should be used in Tennessee yearly for different reasons. The conference was surely successful in many important ways, but disappointing in the areas mentioned. Perhaps future, unidentified benefits will come from the meeting or planning sessions that are not apparent at this time.

State Agency Recommendation

From a review of the institutional evaluation and from participation in the conference by the State Agency staff, this proposal appears to have been a good beginning toward achieving the program objectives. As mentioned in the candid institutional evaluation, there was a noticeable absence of certain government people at this conference. The conditions listed in the statement of the problem (above) still exist; this conference was a valuable and necessary first step, and out of it came the recognition of the need for some mechanism for the dissemination of information and program cooperation/coordination among colleges and universities, State Government, local governments, and private groups. Existing agencies are moving in this direction; but without a specific effort, the press of normal work loads prevents any real accomplishment in meeting this need. The main activities to date are in individual efforts between government and education which, it is trusted, will lead to a more organized effort in this area. By some method, there should be some continuing program or idea of next steps if channels of communications are ever opened adequately, resulting in the amelioration of certain urban problems by institutions of higher education in Tennessee. The State Agency staff is encouraged by the coordination role of the State Office of Urban and Federal Affairs and its director.

FISCAL YEAR 1969 PROPOSAL NUMBER ONE

Program Identification

"Intensive Training Program in Psychology for Division of Employment Security Interviewers," conducted at Belmont College by Dr. J. Thomas Trimble, Chairman of the Department of Psychology. Funding: federal--$2,800.00; non-federal--$1,401.84; total--$4,201.84. Cooperating agency: Tennessee Department of Employment Security.

Statement of the Problem

There is a need for employment assistance. State employment offices try their best to fit job applicants into available job openings as the applicants are qualified. However, there are not sufficient personnel in these offices to do the job that needs to be done, and the level of training and skills desirable for the personnel in this office is fairly limited. The Division of Employment Security (DES) of Tennessee has over four hundred interviewers. The most recently established DES entry requirement for Employment Service (ES) interviewers is that they have a college diploma; however, a great number of ES interviewers still meet the present entry requirement without such training. They may do this by having equivalent experience or by having escaped the present requirement through a grandfather clause permitting the continuance of interviewers who had current employment with the DES. Those who do have a college education still might have taken their liberal arts social science requirement in a field other than psychology, while those who took less than a major in psychology in all probability did not approach the study of psychology in such a way that it was easily related to the interviewing situation. The ES interviewers, while dedicated to helping the disadvantaged (the most recently received administrative directive), for the most part do not have sufficient training in psychology proper to permit them to function at the most desirable level in their employment work with the disadvantaged. Compounding the problem is the fact that many interviewers are forced to function as counselors also because of a lack of personnel available to do counseling with referrals from the interviewers. A need exists, therefore, for further intensive training in general psychological principles which have relevance to the DES interviewing situation.

Program Objectives

The objectives of this proposal are: (1) to increase directly the skills of the interviewers in order to make them more effective to the disadvantaged public they serve; (2) to increase the psychological foundation underlying their technical skills so that indirectly they will be able to function at a higher level of competence; and (3) to assist the interviewers in applying these general psychological principles to the interviewing situation and thereby facilitating this transfer of their training and applying these principles in such an individualized procedure that maximum transfer of training will occur.

Program Activities

From March 6 to May 29, 1969, twelve seminars were held on the Belmont College campus for twenty-four Tennessee Department of Employment Security interviewers representing several different divisions of the DES (e.g., Youth Opportunity Center, Unemployment Insurance, and Employment Service). The participants came from as far as Humboldt, Tullahoma, and Cookeville, but the majority were from the nearer Middle Tennessee area. The sessions were four hours in length, thus offering forty-eight hours of training to each interviewer. The participants were all graduates of a previous training program for interviewers in the State of Tennessee; they represented an advanced level of readiness to receive training in more academic psychology.

The program was designed in such a way as to increase the understanding of the interviewers of the psychological principles underlying the interviewing process. In this way it was hoped that they might see their role in the broadest terms and be able to increase their technical skills to implement this role. Programs were, therefore, chosen in areas of psychology dealing with the human relationships pretty much independent of such fields in psychology as statistics, physiological psychology, systems and theories, and the like.

The principles of human learning were studied both from the standpoints of cognitive and environmental stimulus factors. The increased understanding of the ways human beings process information was applied to a study of typical propaganda techniques which violate principles of the processing of information and which lead to incorrect perceptions of reality. All of this was presented in simple terms and applied to interviewing situations. This unit was a logical foundation for the rest of the sessions.

A study of how people interpret the behavior of other persons was next made, and the characteristics of the healthy personality were identified and discussed. Handicapping life factors were discussed as various limitations to job entry qualifications were presented (e.g., alcoholism and different kinds of handicaps). The healthy personality was marked out even more clearly by content when a unit was taught on surface symptoms of maladjustment.

The importance of the referral procedure was discussed and a trip was made to Cumberland House, one facility of the Statewide program of Re-Ed under the Department of Mental Health in Tennessee. Theories of vocational choice were presented, and the major principles of vocational choice were summarized. All of this was applied to the possible choice procedures used by the typical applicants of the Tennessee DES.

Since the DES uses the General Aptitude Test Battery, it was felt that a unit on the fundamentals of testing might be effective. It was planned to involve the participants as much as possible personally by asking them to take two vocational tests. The rationale of the tests were studied in connection with the scores obtained by the participants. The relationship of vocational interests to vocational choice was also discussed.

The core of the interviewer's job is interviewing. Errors in interviewing were studied, and the importance of non-verbal communication occurring in interviewing was emphasized through the use of a film. Various counseling theories were studied, and it was shown how one's theoretical orientation affects the counseling technique used and the style of interviewing adopted. The interviewers were encouraged to evaluate their own ideas about counseling and interviewing and to try out different techniques when interviewing.

An employer's panel was assembled to discuss their relationships and feeling about the services of the DES. Healthy exchanges of information occurred as both groups apparently understood each other better.

The disadvantaged unemployed were studied intensively in two ways: several local poverty program workers visited the seminar and discussed the personality characteristics, attitudes, and feelings of this population; also, five Belmont students who had been doing a composite independent research study on the disadvantaged unemployed presented a review of their findings, condensing their studies into ten significant statements--each most accurately describing the disadvantaged unemployed.

The seminars were concluded with an intensive self-study and appraisal of individual interviewing styles and techniques. Nine applicants who had never experienced individual modeling in a role-playing situation modeled the interviewing relationship, and the performance was recorded on video tape for playback and evaluation. Attention was given not only to the style of the individual modeler but also to the techniques to be used which might be of some use to other interviewers. The participants were encouraged to think reflectively upon what was observed.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The method of evaluating was a session-by-session evaluation of each unit and its perceived value for the participant; also, a follow-up questionnaire was sent to the supervisors of the participants approximately six weeks after the completion of the training course.

From careful analysis of the comments (and in the light of the high ratings given to the units) it may be surmised with some objectivity that the program objectives were realized quite adequately and apparently were appropriate. The plan from the beginning was to present academic psychology which would underlie or support the skills of the interviewers without becoming pedantically academic and without presenting areas in psychology which were irrelevant to the job needs of the interviewers. This is a long-term effect approach and very difficult to evaluate, but it is felt that this was pretty much accomplished, at least to some degree.

The individual evaluations of each session may be rated on a four-point scale. The ratings of the supervisors on the professional progress observed in the interviewers six weeks after the conclusion of the final session amounted to a rating of 2.9--at about the level of evaluation described as "some progress."

It is felt that the supervisor's ratings might have contained some slight systematic bias, but possibly in both high and low directions. Some evidence exists for bias in a negative direction in the fact that one supervisor of five interviewers rated them all at 2.0, or "little progress," a rating pretty much below the ratings of most of the other supervisors. Perhaps he was the most realistic of all the raters or perhaps there was some other systematic factor biasing his rating. There is always a possibility of bias in the high direction through a possible "Hawthorne effect," a halo effect produced by the desire to please the investigator. A few supervisors indicated quite realistically that the age of several of the participants might make it a little difficult for them to progress as desired (these interviewers were in their 60's).

It is felt that the proposal was very useful both to the sponsoring institution and to the Department of Employment Security. Belmont College has only rarely ventured into the public service field through the use of government programs. This project involved several Belmont staff persons in relating themselves to the DES. The DES contributed $1,400.00 to Belmont College for the program and received forty-eight training hours for twenty-four interviewers. This means that the cost to DES was about $58.33 per person or a cost rate of a little over $1.00 an hour.

The use of Title I funds seem to be a fairly different approach within the DES, considering reports of those Tennessee DES officials who attended conventions and shared information about the present program with others. Such a program as the present one encourages the DES to take advantage of the talents and abilities of the college community for training. Also, since the participants were graduates of the DES-sponsored Interviewer's Workshop, it was a natural follow-up program for the workshops and interviewers.

The multiplier effect of this type of program is very great indeed. Since each interviewer in Tennessee is estimated to see an average of about 4500 persons per year, the program will benefit 108,000 persons each year through improved services.

State Agency Recommendation

From a review of the final evaluation report and the outline of activities, it would appear that this program has been successful in attaining the stated objectives. This program appears to have been a worthwhile addition to the professional development of these DES interviewers. It has also opened avenues of communication and cooperation between the State Department of Employment Security and higher education. It is hoped that this program may stimulate further cooperative programming between institutions of higher education and local offices of DES across the State.

FISCAL YEAR 1969 PROPOSAL NUMBER TWO

Program Identification

"'Street Arts' Program for Low-Income Neighborhoods in Memphis," conducted at Memphis State University by Mr. Michael D. Bennett, Assistant Professor of Music. Funding: federal--$6,500.00; non-federal--$9,579.09; total--$16,079.09. Cooperating institutions and agencies: Memphis Academy of Arts, LeMoyne-Owen College, Memphis Park Commission (community centers), War-On-Poverty Committee, Operation Action, Tennessee Theatre Association, St. Patrick's Church (community center), and United Methodist Churches (neighborhood centers).

Statement of the Problem

The Identification of Community Needs in Tennessee noted a serious lack of opportunities for youth in Tennessee. In West Tennessee this particular problem assumed first place in the composite priority ratings. "The absence of youth opportunities can contribute to a high rate of juvenile delinquency; a high rate is significant because it is indicative of a deep-seated disorganization among youth (particularly Negro youth)." The crime rate in Memphis increased considerably ahead of the national average for the year 1967. This year continues to bring destruction to certain Negro neighborhoods. Youths in these communities (low-income neighborhoods) do not have the outlets for self-expression available as a matter of course to youths of middle and upper socio-economic neighborhoods. Adequately planned and conducted arts programs would help to provide such outlets, enrich the participant's awareness of their world of culture, and make possible the identification of particular latent artistic ability. Short-term summer programs in the arts sponsored by the War-On-Poverty Committee and the Memphis Park Commission have allowed only a fraction of interested youth to participate due to limited time and funds. The Memphis Park Commission is unable to secure qualified, dependable leaders for musical and dramatic activities in neighborhood community centers. There are no existing training programs in music, art, or drama for community center employees nor for those interested in conducting part-time classes or activities in the community centers. Arts and dramatics programs for 18-21 year olds, not in school, in music and drama are not offered in the community centers due to the lack of personnel trained to work with this age group and the lack of personnel trained in the skills of the particular art. The crafts programs in the centers are open to this age group, but few participate due to lack of mature appeal.

Program Objectives

The objectives of this proposal are: (1) to establish representative year-round programs of music, arts, and drama for the citizens of low-income neighborhoods not now receiving such services, emphasizing recreational participation, home beautification, ethnic cultural development, and integrative movement into the cultural life of the entire community; (2) to train capable neighborhood citizens to assume direction of small group activities within this program and to take over major responsibilities for continuing the programs under non-federal support; and (3) to seek out youth with artistic potential in music, art or dramatics and provide opportunities for the development and use of these abilities leading toward pre-professional vocational employment and training as part-time leaders of youth programs, with the eventual elimination of continued low-income existence.

Program Activities

This multi-faceted pilot program was designed to provide valuable youth opportunities, to contribute to the elimination of poverty, and to provide stimulating recreational opportunities for senior citizens, young adults, and the youth of Memphis. This proposal had three phases, which are reported separately below.

Phase I, the workshops for community center employees, was conducted during the first five months of this project (January 1, 1969, through May 31, 1969). The original plan called for a fourteen week workshop meeting once a week for the community center directors. Three to four sessions would be spent on each of the craft-art areas mentioned in the original proposal--drawing, water coloring, mosaics, and linocuting. When detailed planning sessions were held with the directors in January 1969, an alternative plan was developed as more appropriate. The art areas in which the directors wanted assistance changed to (1) basic elements of drawing and painting, (2) dramatics, (3) creamics and pottery, and (4) dance. It was also determined that three or four sessions on each area would be insufficient, so the following schedule was inaugurated: two separate eight-week sets of two workshops, meeting on Tuesday and Thursday mornings. The directors could take one or both workshops in each set.

The first eight-week set of two workshops, running from February 4, through March 27, and meeting once a week, included: (1) the drawing and painting workshop held at Memphis Academy of Arts for twelve directors; and (2) the dramatics workshop, held at Memphis State University for twelve community center directors. The second eight-week set of two workshops, running from April 1 through May 22, and meeting once a week was curtailed as follows, since eight of the directors employed by the Memphis Park Commission had to be temporarily assigned to supervise the construction of Cotton Carnival floats during the last three weeks of April: (1) the ceramics workshop, held at Memphis Academy of Arts for five community center directors; and (2) no dance workshop.

Phase II called for six pilot activity programs for low-income Memphis youth and two for senior citizens. Before any of these programs began, it was decided to concentrate exclusively on youth activity programs because of the strong interest in this area and the limited budget of the program. Ten programs, with a total of 126 young adults, were implemented at ten community or neighborhood centers between February 25 and May 23, each meeting once weekly; at each center, classes were conducted in one of these areas--vocal music, instrumental music, art, creamics, dramatics, or photography.

Three of the programs closed during early May because of inconsistent participation. Two of the programs were continued into the summer because of extremely strong participant interest. The other five ended on schedule. The Street Arts show and display schedule for late May was postponed until August due to conflicts with closing spring programs of the city community centers. The ten activity programs were all loosely structured to avoid forcing the participants into a mold designed by "outsiders." Certain artistic objectives were striven for by the staff, but the participants were allowed considerable freedom in choosing the means and rate of speed at which they would pursue the objectives.

In addition to weekly meetings, several of the programs produced special programs. The Hollywood Community Center art group put on a show at their center in May. (Officials of the Park Commission were highly complementary of the group's work.) The combo from Pine Hill Community Center performed at several dances at the center and also at the "Black Extravaganza" held at Memphis State University in May. This combo, named the Militants, has successfully auditioned for a local television talent show, on which they will appear on August 9. Several outstanding artists have surfaced through the program. One participant in the photography program, and another in the Pine Hill music program, have been offered financial assistance to enter Memphis State University in the fall of 1969.

Phase III, conducted between June 1, 1969, and August 15, 1969, was designed to provide opportunities for the practical development and use of teaching skills in the 18-21 year olds identified in Phase II of this program. The means for achieving this objective, as outlined in the initial program application, was for these young adults to work as apprentice teachers in summer day camps, community centers, and city parks, working with younger children from local low-income areas.

A total of 30 apprentice teachers from the Phase II program were involved in summer activities attended by more than 3500 low-income youth in Memphis, as follows:

1. Arts-crafts-ceramics activities at: (a) six Memphis Park Commission Day Camps (June 17-August 8) for 240 participants; (b) four operation Action Day Camps (June 16-August 8) for 1900 participants; and (c) one Methodist Community Center (June 9-August 1) for 60 participants.

2. Dramatics activities at Wesley House (June 9-August 1) for 20 participants.

3. Photography-film activities at: (a) St. Patrick's Center (June 16-August 16) for 22 participants; and (b) one Memphis Park Commission Community Center (June 23-August 15) for 15 participants; and (3) one Operation Action Community Center June 23-August 15) for 135 participants.

4. Instrumental music activities at four Memphis Park Commission Community Centers (June 16-August 8) for 70 participants.

5. Vocal music activities at four housing projects without recreational facilities (June 16-August 8) for 77 participants.

The culminating activity of this proposal, a Street Arts Festival was produced on August 8, 1969, in conjunction with the Memphis Park Commission at Overton Park Shell, and included a show of art, crafts, ceramics, and instrumental music results; approximately 3,000 people attended. A display of the films, photo, ceramic, and art products of the "Street Arts" project was set up in the lobby of the Peabody Hotel on October 31-November 2, 1969, during the Tennessee Arts Commission Conference.

The biggest "multiplier effect" resulting from this project is a $100,000 grant proposal written for the Tennessee Arts Commission to the National Endowment on the Arts for comprehensive arts centers to be established in four urban and two rural areas of Tennessee to promote the artistic expression of minority group life, mood, and strivings. The Memphis Park Commission has become keenly aware of the need to include broader artistic activities in their neighborhood centers. Two VISTA workers have continued and expanded two programs begun under the "Street Arts" proposal.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

Comments, extracted from the evaluation questionnaires administered to all Phase I workshop participants, emphasized the value of this training. At the onset of Phase I there was some apprehension among participants about the worth of the workshops, although all were willing to "give it a try." But very soon a feeling of confidence was developed in the participants through the high quality of the workshop instructors. Each instructor reflected a contagious artistic vigor that inspired all participants. Even with the abbreviated schedule, Phase I of the "Street Arts" program was quite successful. All of the participants came away with a much greater feeling of security in dealing with these art areas, and the informal "talk" was quite positive toward bringing these activities into their center on a year-around basis.

In an interview made at Douglas Community Center, Margaret McKee, a Memphis Press-Scimitar reporter, and Jim Crosthwait, a ceramics instructor, captured the philosophy and its application of the Phase II activities:

> The clamor inside the room bounced off the walls--pounding of clay onto pattern boards, shouts of youngsters pushing and jostling for position at the long worktable. After a few moments inside the activities room at Douglas Community Center, the din began to sort itself out. From the mass of jumbled faces came a series of personalities. A tall, serious teenager in a bright-green knit shirt worked with studied concentration, unruffled by the chaos, a toothpick in his mouth . . . . (McKee)
>
> I really believe we're accomplishing an invisible good. It may not pay off for a long time. But it will pay off. These kids have been submerged in this. They may follow up on it later and be really good--not just piddle around. And, some times, it comes through, it is joyful and all that stuff art is supposed to be. It's magic manifest in forms. (Crosthwait)

Overall the method proved itself. The participants enjoyed freedom of expression not possible in most school art situations, and their "art works" were individually meaningful. The instructors varied in their ability to use this teaching method--and as expected, the success of their programs varied. Since the method did not press conformity, a number of participants, perhaps 15 percent, dropped out because they did not have the intrinstic need to express themselves artistically. These individuals could have been "reached" also with sufficient time and resources. Phase II of the "Street Arts" program was designed as an intermediary phase to demonstrate the practicality and desire for activity programs in the arts of low-income neighborhoods in Memphis. Sensitive, artistic youth were found in these areas of Memphis, just as they are to be found in the middle and upper socio-economic areas of the city. Phase II of this program has proved that the stigma sometimes placed on low-income, black citizens as citizens needing only basic educational and vocational assistance has been disproved. Artistic talents and temperaments exist everywhere, and these human resources need a chance to develop.

There was no formal evaluation of Phase III of this program, where an attempt was made to prove that 30 out of the 126 participants in Phase II could contribute to the "multiplier effect" by helping 3900 younger neighborhood youth experience the arts in summer activity programs. As a group, the instrumental music activities proved to be the least successful of all the Phase III activities. There were a few reports of isolated cases of theft of materials, violence, and threats from local gangs.

Objectives of this project have been satisfactorily met. Low-income youth, out of touch with opportunities, can successfully enter the sphere of responsible, contributing citizens in the arts. At least 15 individuals, originally unemployed, directly made this transition through the project. The five members of "The Militants" combo are working regularly at dances and clubs; five art apprentices have regular part-time work; one vocal music apprentice has a part-time job with the Park Commission; two art apprentices and one film project apprentice are enrolled in college on scholarships; and one art apprentice has a full-time job as a commercial artist. Another 15 young disadvantaged youth did achieve success as apprentices in the summer program. Whether this motivation will continue, enabling them to "escape" the cycle of poverty, is as yet unknown.

The directors of youth orientated service agencies, such as the Memphis Park Commission and the Methodist community centers, have become much more receptive to the arts themselves, and are demonstrating their interest by providing more arts activities in the centers. Memphis State University benefited in the eyes of the community at large by taking an interest in problems outside the traditional academic and performance areas of the arts. The community, the State arts agencies, and Memphis State are concerned with amelioating the understanding and opportunity gap existing in our world today.

Innumerable specific problems developed in the course of the project that gave the staff great insight into the realities of affecting change. For example, several apprentice teachers had no way to get to work; thus bus passes had to be secured. Some project activities, scheduled for specific times by the staff, did not fit the life-style of the participants. For example, 5:00 p.m. was not even considered as a good time to offer an activity in the beginning, yet it was found that this was one of the "safe" times for young people to be out of their homes. Another discovery was the activities too tightly structured were rejected by the participants--it was too much like school. They wanted a chance to "do their own thing," without the constant "help" of a supervisor. The middle class staff thus learned a great deal about how to provide real creative opportunities, rather than just apparent opportunities!

Most of the participant evaluation had to be gathered by non-verbal means. Even though suspicion and fear of the project and the staff was no longer apparent toward the end of the project, the participants, and even the apprentice teachers, could not be asked direct evaluative questions. Answers tended to be "what we wanted to hear." This is how these young people have learned that they must respond to the "power structure" in order to get along with it. Intuitive evaluation, gained from just being around the children and the activities, was the most productive, although this kind of evaluation is very difficult to transmit in a report such as this. Since it was the first of its kind in Tennessee, this project's successes and failures will be of great value to all arts agencies in Tennessee, especially to the planned National Endowment grant.

State Agency Recommendation

The report of program activities and the candid institutional evaluation speak for themselves. This was a unique and innovative pilot project. It is the opinion of the staff of the State Agency that the program objectives were largely, though not entirely, met. The project staff at Memphis State University have stated their readiness to share their experiences with any interested group. Certainly this project did aim at the solution of a real community problem: the dilemma faced by young Negro unemployed school drop-outs. The project reports contained some fascinating photographs of program activities. Memphis State University has benefited in the eyes of the community at large. The State Agency, however, has no plans again to approve this specific type of approach to the solution of community problems in Tennessee. Hopefully, the grant proposal (mentioned above) submitted by the Tennessee Arts Commission will be funded.

FISCAL YEAR 1969 PROPOSAL NUMBER THREE

Program Identification

"Counseling on Sanitary Environmental Conditions," conducted at Tennessee Technological University by Dr. Rafael Bustamante, Assistant Professor of Civil Engineering. Funding: federal--$4,000.00; non-federal--$2,000.00; total--$6,000.00. Cooperating agencies: Livingston, Byrdstown, Jamestown, and Cookeville Development Corporation; State Department of Public Health, Putnam County Health Department; and TTU-VISTA.

Statement of the Problem

Throughout the rural areas of the Upper Cumberland Region (Southwest Appalachia), knowledge and practices of the inhabitants related to water supply, sewage disposal, and personal hygiene differs little from that of the original settlers. This is particularly manifested in the high absenteeism of school-age children due to dystentery, diarrhea, intestinal parasites, and other disorders of the alimentary tract.

Program Objectives

The objectives of this proposal are: (1) to provide counseling advice and technical assistance in providing safe water supplies and proper methods of waste disposal to rural inhabitants of the Upper Cumberland Region; and (2) to effect improvement in water and sanitation facilities for rural inhabitants of poverty areas in seven counties (Fentress, Jackson, Overton, Pickett, Cumberland, Putnam, and DeKalb).

Program Activities

Counseling and technical services under this program during the first six months (January 1-June 30, 1969) included field classes and extensive assistance to rural families in methods of water treatment and supply. Abandoned mining operations throughout the Upper Cumberland area have resulted in mine acid contamination of subsurface water supplies, and the availability of potable water sources has been drastically limited. Hydrologic exploration techniques have been employed to determine characteristic locations of non-acid subsurface water sources. Water samples from subsurface sources in these areas have also been tested to determine water quality and appropriate treatment required to make the water safe for human consumption. The information obtained has been helpful in locating wells that will produce safe water, and converting non-potable water to a potable source.

Working closely with TTU-VISTA has developed new hope and gratification for the rural poor in the Upper Cumberland. Many families have received counseling help in dealing with their environmental condition. The effects of this program has been widespread because of close liaison and mutual assistance provided by the TTU-VISTA.

Assistance in Twinton will provide water to fifteen families that were getting water from contaminated wells. An old community well is being cleaned and outfitted with an electric pump chlorinator that will supply several of these families with water to their homes. Also several old abandoned wells are to be cleaned, and those with undesirable characteristics are being equipped with small filtering devices developed by the staff under this project. Loans available through the Overton County Farmers Home Administration are being used to finance these projects.

Community meetings in the Monterey-Twinton-Wilder area, arranged through the Community Information Department office in Crawford and by TTU-VISTA, have been held. At these meetings the local populace was introduced to this program and informed how it could be of assistance to them. A question and answer period followed, in which the local people asked about specific problems that were of significance to them. If the question could not be answered immediately, the concerned party was later visited and received individual counseling.

Individual families in Cumberland County have received counseling in obtaining water and in pit privy construction. They were also informed of avenues they might explore to receive financial assistance in carrying out some of the essential recommendations made to them.

Technical assistance was provided for the community of Rickman, Overton County, primarily by forming a small water district which will serve about 1500 persons in their rural community. Water is presently obtained from wells in this area, but most of them are plagued with a high sulfur content.

The town of Algood has received technical help on the addition of flouride to their existing water supply. Since flouride is essential for the formation of strong healthy teeth in children, this is a much desired substance to be added to the water supply. It appears that this recommendation will be followed. The Tennessee Department of Public Health has cooperated in this matter.

Program Status

This program began on January 1, 1969, and will continue through December 31, 1969.

Institutional Evaluation

It becomes very apparent as one works closely with the project that the main deterrent to dramatic results is the lack of necessary funds to carry out the recommended improvements. To many people living in these areas, spending $25 for a new privy is just as impossible as asking them to build a new $25,000 home. In many situations where the families have no sanitation facilities, a pit privy is a must; yet many homesteaders do not even have this essential facility; and many people must carry their water over long distances, sometimes up to a mile. As a result they use as little water as possible and therefore personal hygiene is totally neglected; sickness and ill health are common.

If funds could somehow be made available to help these people who can not help themselves, then the program would be a real success. What good does it do to tell these people what they should do to upgrade their environmental conditions if there are no means by which they can accomplish it? This is not always the case, for many of the people do have the means to improve, and many of them do so; but there are still a great number of people who suffer because they are in extensive poverty.

State Agency Recommendation

This program is a continuation of an earlier Title I proposal and will be continued through another Title I proposal in FY 1970. With the small amount of funds involved in these programs, it is felt that reasonable progress has been made in reaching the disadvantaged citizens of this Upper Cumberland area of Tennessee. Since Title I funds can only be used in the educational program of counseling and technical assistance, it is very important that funds be made available from other sources to implement the recommendations provided under this program. For example, attempts could be made to work with the Commissioner of Public Health in obtaining concrete solutions (such as obtaining improved environmental sanitation facilities) not possible with Title I funds.

It is hoped that the final institutional evaluation will indicate the overall effectiveness and impact of this program on basic living conditions in this area. It is significant that staff members from Tennessee Technological University have become concerned with aiding in the solution of egregious community problems in the rural Upper Cumberland area. Hopefully, TTU can permanently integrate this service into its regular community service program by the end of 1970 and thereby strengthen its institutional capacity to serve.

FISCAL YEAR 1969 PROPOSAL NUMBER FOUR

Program Identification

"Pilot Workshop for School Custodial and Maintenance Personnel," conducted by the College of Education at The University of Tennessee by Dr. Charles M. Achilles, Coordinator for Field Services. Funding: federal--$2,133.72; non-federal--$1,066.87; total--$3,200.59. Cooperating agencies: Tennessee State Department of Education and Public Schools for Cooperative Research (representing 11 member school districts in East Tennessee).

Statement of the Problem

Many local school buildings in Tennessee evince a state of disrepair and uncleanliness, some of which can be attributed to lack of upkeep technique on the part of the custodial and maintenance staff. The State Agency for Title I in the FY 1969 Annual Program Amendment to the Tennessee State Plan has identified as an educational problem in the State "poor facilities," and the need to "replace poor facilities." Both of these statements imply a lack of satisfactory upkeep of buildings, as well as a need for new facilities. Numerous surveys of local school districts conducted by the College of Education at The University of Tennessee have indicated that the lack of custodial service, or the lack of proper custodial service, is considered by many teachers as a serious problem in the educational system. Some teachers have indicated that improved custodial services will improve the teaching activities in the school systems. There are no formal training programs for school custodial personnel prior to employment. Few administrators have the time or capabilities to provide on-the-job training for custodial personnel. A minimum of formal inservice training is available so that custodial personnel can keep up-to-date with new developments in maintenance or so that they can learn and practice good maintenance processes and techniques. This program will pilot test the practicability of training programs for custodial personnel.

Program Objectives

The objectives of this proposal are: (1) to introduce and familiarize school custodial personnel to new techniques and procedures in building upkeep, and new products and equipment for school maintenance; (2) to encourage the sharing of ideas among school custodial personnel concerning techniques in school upkeep; (3) to introduce school custodial personnel to trade journals, bibliographies, and other publications which will be helpful in providing information useful in school maintenance; (4) to introduce school custodial personnel to vendors of school maintenance equipment and products; (5) to attempt to create a sense of job usefulness, pride, and respect in school custodial personnel; (6) to assess (on a pilot basis) the utility of inservice school custodial workshops; and (7) to attempt to demonstrate the relationship of good building maintenance to teacher and pupil morale and effectiveness.

Program Activities

A two-day school maintenance workshop was held on March 17-18, 1969, in Knoxville. The program revolved around the new trends in school building maintenance as they relate to all types of buildings, surfaces, personnel management, exterior maintenance, and special considerations in school plant maintenance. Resource people from all over the country participated in the program in order to give the attendees an overall view of new trends in school plant maintenance. The two-day inservice program included formal presentations, demonstrations, small group discussions, and time for individual discussions by school representatives and resource people. Specific presentations included dry cleaning carpeting, steam cleaning carpeting, dry foam cleaning carpeting, care of tools and equipment, film on restroom maintenance, maintenance of school grounds, maintaining the other various types of floor coverings, maintenance personnel problems/scheduling and custodian responsibility, and introduction to school plant maintenance. The facilities of the School Planning Laboratory were utilized extensively during the program.

This workshop was conducted for 27 custodial supervisors and/or head maintenance personnel from 20 different school systems in East Tennessee. Eleven graduate students of the School Planning Laboratory also attended. Through the cooperation of the Tennessee Department of Education and the facilities of the State Educational Television Network, the complete proceedings of the workshop was put on video tape for Statewide use. It is anticipated that this program tape could be used numerous times for individual showings and Statewide educational television hookups.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

At the end of the two-day program, each participant was asked to fill out a program questionnaire dealing with the significance and appropriateness of the specific topics and general overall effectiveness of the program. After evaluating the responses to the school plant maintenance questionnaire, the following generalizations were made concerning participant responses: (1) most school systems do not have a maintenance and custodial training program; (2) all participants would like to see this type of program offered frequently; (3) the program was broad enough for participants; (4) most speakers were well informed in their subject area; (5) the programs were not too long; (6) not enough time was given to discussion of the various maintenance problems and presentations; (7) most participants had special problems they would like to consider for future maintenance workshops; and (8) the demonstrations were considered to be very worthwhile. The general consensus was that more of this type program should be provided by local, State, and federal agencies.

State Agency Recommendation

From a review of the institutional and participant evaluation and a site visit during the program, it appears that this program was reasonably successful in achieving objectives 1, 3, and 4. It is difficult to ascertain what progress was made in achieving objectives 2, 5, 6, and 7; such an assessment would take a longer period of time. As a pilot program, this proposal demonstrated that training for custodial personnel is practical, and that it can generally be done at a modest cost as a part of inservice training. The State Department of Education has the video tape of this program and has used it in other training programs across the State. The video tape has also been shown on ETV in Nashville. There is a continuing need for this type of program; but it appears that it would best be conducted as a part of the State or local inservice training program for school personnel, without the use of Title I or other specific federal grant funds.

FISCAL YEAR 1969 PROPOSAL NUMBER FIVE

Program Identification

"Upgrading Handicraft Skills in Hancock County," conducted at Carson-Newman College by Mr. Joe M. High, Associate Professor of Business Administration. Funding: federal--$4,000.00; non-federal--$2,000.00; total--$6,000.00. Cooperating agencies: Hancock County Human Resource and Leadership Development Association, Hancock County Drama Association, Hancock County Board of Education, First Tennessee-Virginia Economic Development Association, Clinch-Powell River Valley Association, Upper East Tennessee Economic Opportunity Authority, Douglas-Cherokee Economic Authority, Tennessee Department of Employment Security, Tennessee Valley Authority, and Council of the Southern Mountains.

Statement of the Problem

In The Identification of Community Needs in Tennessee, Hancock County has been described as the eighth poorest county in the United States; in this Appalachian county there is a need for increased opportunities for local businesses, for economic development, and for a general increase in incomes. An unpublished report by Carson-Newman College (Social Systems and Economic Development in a Rural Environment: Hancock County) indicates that "some attention should be given to the handicrafts spin-off. This should be an important facet of the overall economic input and could be promoted through . . . adult education . . ." During the past two years, while the attention of the Drama Committee of the Hancock County Human Resources and Leadership Development Association was directed to the development of an outdoor drama, another group of the Association was attempting to develop a program of marketing local handicrafts. Although this group received encouragement from various agencies active in the county, there has been no organized development of local handicrafts. Local leaders are agreed that the development of the handicrafts program is the next priority in the general economic development of the county.

Program Objective

The objective of this program is to enhance the economic conditions and to increase the economic viability of this rural poverty area by raising low incomes through upgrading the existing handicraft skills and through organizing a marketing system for the products of these skills.

Program Activities

This program was designed to complement the outdoor drama, "Walk Toward the Sunset: The Melungeon Story," which was presented in Sneedville as a direct result of FY 1968 Proposal Number Six. Prior to January 1, 1969, meetings were held in Sneedville to plan the crafts program in keeping with the development of the outdoor drama; these meetings were to plan the implementation of a handicraft training program.

During the first two months of this program (through February 28, 1969), eight VISTA workers in Hancock County organized and carried out a basic handicraft program for those who already had some handicraft skills. Most of the work was spent in increasing local interest in crafts, in identifying capable craftsmen, and, after becoming familiar with the current state of the local handicrafts, in determining what type of instruction would yield the greatest return. The craftsmen in the county were organized into a relatively close-knit group that was built around 25 craftsmen identified as being able to produce marketable crafts (with emphasis on woodcarving and needlecraft).

Craft classes and workshops were conducted in seven communities throughout the county, usually meeting every two weeks. Three instructors and the VISTA workers conducted the classes and demonstrations for 33 participants in the various community neighborhood service centers. The main professional craft instructor also provided critical review of the craftsmen's work. More than 2600 contact hours were expended in this program by the instructors from January 1, 1969, to the end of this program on August 31, 1969. An additional 1800 contact hours were expended by the eight VISTA workers.

A crafts fair was held in Sneedville during April 1969, and 65 craftsmen displayed their crafts. A Sunrise Crafts Shop was located on the site of the outdoor drama. The purpose of the fair was to help identify county craftsmen and to measure the interest in crafts in the county. On June 4, 1969, the Smoky Mountain Crafts Association was formally organized, with 300 craftsmen and supporting members. (This new marketing association was formed because neither the Cumberland Mountain Crafts Association, Crossville, Tennessee, nor the Southern Highland Handicraft Guild, Asheville, North Carolina, could provide technical assistance or funds on a large scale.) Another crafts fair was held in Knoxville, and the Association operated a crafts shop in Pigeon Forge, Tennessee.

Attempts (unsuccessful to date) have been made to obtain federal loan funds for warehouse construction and inventory accumulation, and to obtain federal and State grant funds to provide future training programs.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

Probably the best evaluation as to the success of this training program is the success of the Sunrise Crafts Shop at the drama site. The shop was visited by more than 10,000 persons in the summer of 1969. Average weekly sales was $65. The Smoky Mountains Crafts Association has attracted the support of the Council of the Southern Mountains, Berea, Kentucky; it will eventually emerge into a strong area marketing association, providing future training programs to its members, and should be a future economic force in this area of Appalachia. Membership comes primarily from low-income families. (There was no formal participant or institutional evaluation of this project. The general theme of the project director's evaluation was: (1) that a substantial amount of crafts were sold in the summer of 1969; (2) that 26 craftsmen were properly trained to produce marketable products; and (3) that the marketing association is now operational, and can be termed "successful.")

State Agency Recommendation

An on-site visit to the outdoor drama and the Sunrise Crafts Shop revealed the attractiveness and uniqueness of these mountain crafts. Fabric flowers were reportedly the best sellers and most popular items. Certainly, a number of low-income families have been trained to help themselves. Hopefully, this community service project did increase the economic viability of this Appalachian rural poverty area. The local marketing association, if successful, can provide an outlet for the products of these skills. This pilot project was funded to complement the outdoor drama. Both activities should provide a permanent addition to the economic development of Hancock County for years to come. The State Agency, however, has no plans again to approve this specific type of approach to the solution of community problems in Tennessee.

FISCAL YEAR 1969 PROPOSAL NUMBER SIX

Program Identification

"Introduction of the Role of Minority Groups into the Teaching of American History," conducted at Christian Brothers College by Dr. Edward Doody, Chairman of the Department of Science and Mathematics. Funding: federal--$4,000.00; non-federal--$2,142.11; total--$6,142.11. Cooperating agencies: Memphis Board of Education, Shelby County Board of Education, Anti-Defamation League of B'nai B'rith, American Jewish Committee, and the Jewish Chautauqua Society.

Statement of the Problem

Of the 121,858 tenth through twelfth grade students in the Memphis city schools in 1968, 44.9 percent were Negro. In attempting to introduce the role of the black American to the 4,850 American history students, the Board of Education has purchased supplementary material in the form of audio-visual aids, paperbacks and primary source material to remedy the shortcomings of the current texts. The problems of presenting the material has come into focus because of the almost total inadequacy of all but one or two of the one hundred American history teachers. Furthermore, the overloaded American history course has proven extra-burdensome with the updated supplementary material. The ample amount of material relevant to the minorities' role in American history is here in the city; however, the teachers, realizing the necessity of facing this "American History" problem which will affect the total community, are familiar with neither the substance nor the implementation of the material. At the same time the teachers need to become familiarized with the roles of the Negro and Jewish communities in American history.

Program Objectives

The objectives of this proposal are: (1) to present the methods of teaching minority cultures in American history; (2) to analyze the material available in the light of the Memphis needs and the problem of an overcrowded curriculum; and (3) to assist the teachers in integrating this material into existing history courses in the Memphis city schools.

Program Activities

This program had two phases: first, a review and analysis of the literature and audio-visual materials relating to the Negro and the Jew; second, a new three-hour credit course (Education 450, "Methods and Materials in American History: Minority Group Cultures") for 30 history teachers in Memphis and Shelby County.

During the first phase, the first four months from January 1, 1969, to April 30, 1969, a committee of CBC staff members and high school teachers and supervisors in Memphis and Shelby County: (1) previewed films and other audio-visual aids (including films lent from the Anti-Defamation League of B'nai B'rith); made a selection of books (by studying bibliographies from other school systems and from Negro and Jewish organizations); gathered syllabi on the minorities' role in American history; and completed a syllabus for the summer workshop. Preparation for the initiation of the workshop included researching and requesting from publishers materials relating to the Negro and Jew. The attempt to supply an abundance of material resulted in a library grant from the Jewish Chautauqua Society and materials relating to the Negro and the Jew from the American Jewish Committee as well as preview copies of texts and autobiographies supplied by the publishing companies. A classroom bibliography was provided for the participants in the workshop. After the planning stage; program topics were chosen, consultants and faculty were selected, program brochures were distributed, and press releases were prepared.

The second phase, the three-hour credit course, was conducted for the 30 American history teachers from 1:00 p.m. to 4:30 p.m. daily on July 14-25, 1969 (including Saturday, July 19) at Christian Brothers College. The first week included lectures on methods of social studies and content background; the second week included some lectures, library time with instructors available for individual conferences, and private previews of audio-visual aids not included in the daily presentation of films and filmstrips. College librarians processed the materials according to topics; the resource center was at one end of the new college library in the open shelving.

The first three days of the first week were devoted to lectures on various methods which could be used for incorporating minority cultures into existing American history courses, including the problem of selection (alternative ways of incorporating information on minorities into classes), narrative enrichment (examples of ways to incorporate existing materials into courses), and the inquiry process (ways the process might be employed as a teaching technique). The fourth day was devoted to the role of the Jews in America. The fifth and sixth days were devoted to such topics as Negro protest and retaliatory violence, the rise of the ghetto, and Negro organizations.

The second week included lectures on Gunnar Myrdal's analysis of the cause of racial prejudice in America (valuation-conflicts); the Harvard Project in Social Studies; the Negro in Memphis; the philosophy of race; "What is a Negro"?; and the inquiry approach in the classroom.

Program Status

All activities in this program have been completed and the files have been closed.

Institutional Evaluation

The participant evaluation of the program followed the final lecture; 27 participants rated the organization of the program, the content, delivery and rapport of the instructors and special lectures, and provided a narrative evaluation of the workshop. A tabulation of participant responses concerning the organization of the program, on an excellent-good-poor scale, showed: (1) on the profitability of the discussion periods--7 excellent, 21 good; (2) on the adequacy of discussion lengths--9 excellent, 15 good, 3 poor; (3) on the adequacy of classroom activities--19 excellent, 6 good; and (4) on the adequacy of the library--17 excellent, 6 good. A tabulation of participant responses on the content, delivery, and rapport of five instructors and special lecturers indicate that three were generally rated excellent, one was rated good to excellent, and one was rated good.

The narrative evaluation indicated that the workshop was generally good and beneficial, a good beginning; that some of the material could be used; that making use of new resources will aid in teaching. The most laudatory comments were on using the inquiry method as a teaching technique. Two typical comments follow. "I think the inquiry method which was demonstrated and taught is one of the best methods used in teaching Minority Cultures in American History." "The inquiry method will better enable the student to think for himself and form his own ideas."

State Agency Recommendation

A review of the program content, accompanied by the bibliographies and materials included in the final evaluation report, would indicate that the program objectives were substantially met. Certainly, the 30 teachers were presented the methods of teaching the mass of material on minority cultures in American history, and they were given assistance in integrating this material in their history courses. Since this proposal was completed prior to the beginning of a new school year, there could be no follow-up evaluation of what the ultimate beneficiaries--the high school students gained by their teachers having the new material.

Hopefully, there will be some significant "multiplier effect" if these teachers could incorporate pertinent parts of this workshop into the regular inservice training programs for American history teachers in Memphis and Shelby County. The subject matter in this pilot workshop seemed to meet a significant and timely need of the American history teachers. The staff of the State Agency advised the school superintendents of the Memphis, Shelby County, and Catholic school systems of the availability of the trained participants (and the staff of CBC) in providing assistance in future inservice training programs.

The creation of a new course at Christian Brothers College has strengthened its institutional capacity to provide for the needs of other American history teachers in the future. Certainly, the library resources at CBC have been significantly strengthened. It is trusted that the expertise developed in this proposal will be utilized effectively by assisting in the teaching of minority cultures in Memphis and Shelby County. A start has been made through this pilot workshop. The initial project has been made available through Title I funding; strong efforts should be made to ensure the widest possible use of the resource materials and curriculum developed through this program. But this will now be beyond the purview of the staff of the State Agency or of Title I.

FISCAL YEAR 1969 PROPOSAL NUMBER SEVEN

Program Identification

"Policy Planning for Metropolitan Memphis," conducted at Southwestern at Memphis by Dr. Granville D. Davis, Dean of Continuing Education. Funding: federal--$7,520.00; non-federal--$9,492.00; total $17,012.00. Cooperating agencies: Memphis City Government, Shelby County Commission and Court, and Brookings Institution, Washington, D. C.

Statement of the Problem

There is a need to provide help for forty decision makers of Memphis (in elected offices, in appointed positions, and in positions of influence in business, industry, and the professions) in the formulation of public policy, subject to the urgencies or to the interests of the community, to study the available research in such areas as communications systems, economic development, educational system, human relations, health system, welfare system, science and technology, environmental development, urban design, inner city development, urban fiscal system, governmental structures, planning, land utilization, transportation system, cultural development, citizens participation, political process, regionalization process, planning-programming-budget system, information systems, central business district, and urban renewal process. Too often the leadership of Memphis is confronted with the necessity to act and finds itself virtually immobilized by the lack of an established policy relative to the area of action.

Program Objectives

The objectives of this proposal are: (1) to bring new information on policy planning to Memphis policy makers; (2) to analyze twelve specific problem areas: housing, land use, transportation, the central city, air and water pollution, health, education, welfare, employment, industrial development, the public economy, and regionalism; and (3) to assist the policy makers in establishing guidelines for the formulation of a public policy for each of those twelve problem areas.

Program Activities

In order to demonstrate that guidelines for public policy can be established, thereby improving the quality of courses of action undertaken by public officials and agencies, the education component of this proposal was eight daylong seminars, conducted at Southwestern at Memphis on January 9, 1969; January 23, 1969; February 13, 1969; March 6, 1969; March 27, 1969; April 24, 1969; May 15, 1969; and June 5, 1969. A final summary session was then held. The eight seminars had 54 participants and observers--members of the power structure in the Memphis area (including 11 members of the Shelby County Quarterly Court and Commission, members of city and county board and commissions, community civic leaders and businessmen, and college and university staff members).

The first seminar was on "The humanization of social policy in an urban age: interrelations of social and physical planning in metropolitan Memphis." The second seminar was on "The place of goals formulation in the policy planning process: a new methodology for the policy planning process in Memphis." The third seminar was on "The goals of an urban policy planning process: policy options open to the City of Memphis and County of Shelby in a metropolitan age." The fourth seminar was on "Metropolitan Memphis as a human resources development system: a strategy for an employment of manpower policy in the Mid-South."

The fifth seminar was on "An industrial development policy for metropolitan Memphis: the roles of the public and private economies in encouraging economic growth." The sixth seminar was on "The metropolitan system as an implicit price system: the use of a price policy to control urban development of metropolitan Memphis." The seventh seminar was on "The role of the City of Memphis in a revenue sharing system with the State of Tennessee and with the United States: the principles of a metropolitan revenue-sharing policy." The eighth seminar was on "The regionalization of the Mid-South: a metropolitan policy on regionalization of urban activities in the Mid-South."

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

In evaluating the worth of the conference, the usual instruments were employed: questionnaires distributed to, and comments solicited from, the participants. (Although the evaluation instrument was placed in the final evaluation report of this program, no mention was made of the specific results or whether the program objectives were met.) One participant spoke for all in saying, "I know of no single incident, or group of related incidents, in my entire life which has affected me as much as the knowledge I have acquired through attendance" at these seminars.

Yet the true determinant of the values of the seminars is the impact that the policy guidelines had upon the political process. Thus far two of the recommendations of the conference have been enacted into law by the Memphis City Council in the form of a housing policy and a labor policy. It is hoped and expected that other of the recommendations of the conference will be acted upon by the Council or by agencies of the city and county governments.

State Agency Recommendation

From the list of topics, the list of participants, the past performance of Southwestern in these valuable conferences, and one site visit, it would appear that the seminars were successful to a major degree in meeting the first two program objectives and partially successful in meeting the third objective. Since this program was completed by June 30, 1969, it is not known by the staff of the State Agency if other policy recommendations will eventually be enacted into law (as were the housing policy and the labor policy). It is trusted that this is the case and that, through a "multiplier effect," the formulation of public policies will improve the quality of the courses of action taken by the public officials and agencies in the future in Memphis. It would be valuable if, in a year or so, some estimate could be made to ascertain (1) the impact that the policy guidelines have had on the political process in Memphis, and (2) how much implementation followed the information presented in these seminars.

FISCAL YEAR 1969 PROPOSAL NUMBER EIGHT

Program Identification

"Technical Assistance to Tennessee Municipal Officials," conducted by the Municipal Technical Advisory Service at The University of Tennessee by Dr. Victor C. Hobday, Executive Director, Municipal Technical Advisory Service. Funding: federal--$39,000.00; non-federal--$39,000.00; total--$78,000.00. Cooperating agencies: Tennessee Municipal League and some 200 municipal governments of Tennessee.

Statement of the Problem

Municipal officials and employees need technical assistance that will improve the operational efficiencies of municipal governments and that will help them to solve the many varied problems involved in such operations; they need the services of consultants qualified to render advice and to undertake research on nearly all phases of municipal government. Probably the best way to indicate the type of problems in which the consultants are involved is to describe briefly some of the problems that they have handled in the past: (1) organizing municipal government of newly-incorporated cities--determining employees needed, their functions and duties, salaries, and the like; (2) analyzing suburban areas to identify those that should be annexed, estimating costs that a city would incur by annexation, estimating revenues if areas are annexed, and assisting in defense of annexation challenged in court suits; (3) determining policies and conditions for extension of water and sewer facilities to new customers and into new subdivisions; (4) developing a pay plan for compensating employees fairly in relation to their responsibilities and duties; (5) informing municipal officials of federal aid programs available, analyzing conditions in a city to determine programs that might qualify for federal aid, and assisting in preparing proposals for such aid; (6) analyzing the debt structure and planning retirement of bond issues so that debt service requirements are within a city's financial resources; (7) providing data on sales tax collections to a city considering levy of a sales tax to overcome a deficiency of revenues to finance municipal services; (8) assisting in preparation of information and accomplishing actions required for recertification of an urban renewal workable program; (9) considering a change in method of selecting a school board; (10) assisting officials of a large city who thought that the public works department was functioning poorly (the consultant made a comprehensive study and submitted recommendations for improvements in organization and flow of work, most of which were put into effect); (11) giving similar assistance to another city for its utilities department; (12) furnishing data on salaries and wages of employees in comparable cities to officials of several cities to aid them in determining salaries and wages of their employees; (13) aiding in drafting charter amendments for several cities that have decided that charter provisions have become outdated; (14) analyzing possibilities--city operation, franchises to private companies, and the like--and aiding in developing policies and regulations for private operation of ambulance service; (15) advising a city which desired to acquire a utility district serving water in an annexed area; (16) explaining proper methods of operation to a city which was encountering difficulties in its sanitary landfill, stemming mainly from incompetence of city employees; (17) furnishing information on policies in other cities, in response to a city's question as to whether tax-exempt organizations could be required to pay for any municipal services; (18) helping city officials in preparing informational materials and in conducting a campaign against disincorporation election (brought on by an increase in the tax rate), and the disincorporation move was defeated; (19) providing information to a city which desired to review its policies to provide water outside the city; and (20) advising a city which desired to improve its fire protection facilities and program in order to lower fire insurance premiums.

Program Objective

The objective of this consulting service is to provide information and technical assistance to officials and employees of municipalities of Tennessee on virtually the full range of municipal functions and activities.

Program Activities

This Statewide program will provide a year-long consulting and advisory service by the Municipal Technical Advisory Service field staff (district consultants) to provide technical assistance to approximately 1,000 municipal officials and employees in 200 municipalities in the areas of law, public works, finance, accounting, management, utilities, annexation and urban fringe problems, public relations, and housing. (The kinds of problems on which these district consultants render assistance is illustrated above.)

The addition of four district consultants under the Title I program in 1966 enabled MTAS to divide the state into six districts. Each of the four consultants under the Title I program is responsible for a district comprising 50 to 60 cities. Each of these consultants, who are qualified to advise and assist municipal officials on most of their problems, provides advice and technical assistance on a wide range of municipal problems.

Each municipal consultant makes frequent visits to cities and towns in his district, discussing with municipal officials and employees many problems, and in many cases, providing on-the-spot advice and technical assistance. Some problems require research, and written reports (usually in letter form) are furnished on such problems. Consultants also act as communication links for a wide variety of information concerning municipal affairs. Approximately half of each consultant's time is spent in the field; the balance is devoted to research.

During the six-month period from January 1, 1969, through June 30, 1969, the four Title I district consultants made 333 field visits. Their reports on these visits show that a large number of problems were discussed with municipal officials; on a typical visit several problems are analyzed and discussed, covering a wide range of municipal activities. Through such discussions, the district consultants bring to bear on municipal problems their expertise and experience and acquired information on the handling of problems by other municipalities. It is not practicable to list all of these problems in this report (see the examples above), but the consultants' reports are on file in MTAS and may be examined at any time.

The four district consultants provided research-type assistance on the following matters: financing public improvements, including information on available federal aid programs; revision of city charter; refuse disposal; comparative information on salaries and fringe benefits for employees; advice to a new city recorder on office procedures and records for municipal administration; organization of police department; accounting system; how to construct and operate an animal shelter; annexation; information on council-manager form of municipal government; purchasing procedures; leasing air rights over municipal parking lot; compensation for volunteer firemen; ordinance revisions; incorporation of new city; planning capital improvements; salaries of mayors in Tennessee; airport financing; financing off-street parking; reciprocal police assistance between cities; regulation of alcoholic beverage sales; and operating data on Tennessee municipally-owned gas systems.

Program Status

This program began on January 1, 1969, and will continue through December 31, 1969.

Institutional Evaluation

After a consultant has supplied the technical assistance requested, an appropriate city official will be requested to complete a questionnaire. The evaluation procedure will be a summary of these questionnaires, supplemented by the consultant's opinion and additional pertinent information. Although efforts are made to secure such reports, the customary reluctance to return questionnaires is encountered.

Here are comments that represent a reliable sampling of the opinions of municipal officials. "The information furnished on animal control and shelter areas was very helpful." "The work and advice by the MTAS consultant . . . to the Town . . . is impossible to adequately describe. He made a very thorough study and report to us, which will be of great value to us in our future planning and action." "The study and information made available to the City . . . is exactly the results you can expect from Dependable Engineering. We appreciate the fine analysis on Sanitary Landfill and look forward to more technical advice on future problems." "The survey of salaries and fringe benefits will be distributed to all employees of the City . . . . This City has increased all salaries substantially since the initiation of this survey. We do not believe that we could have arrived at an equitable salary structure without the survey for guidance." An MTAS consultant "made an excellent witness, possessing full knowledge of the facts and issues, and in all respects presented his testimony well and without any bias. He is to be highly commended." "MTAS provided invaluable aid in establishing our police department." "The Annexation Study . . . was found to be completely detailed . . . the report has provided the city officials with the first look and hope of the future of this area." "We feel that our request for assistance in modernizing our City Government and revising the Charter and Code of Ordinances in particular was handled promptly and efficiently. We regard the service that we have received to be excellent."

State Agency Recommendation

From a review of the list of services rendered by MTAS through field visits, correspondence, and more extensive research-type assistance, it is evident that this Statewide program has been successful in attaining the stated program objective. MTAS, with its legislative fiat and Statewide competencies, is well qualified to provide the type of assistance to municipal officials envisioned in the Title I legislation. The State Agency recognizes the difficulty in evaluating the true effective impact that MTAS, with the federal funding, has had on the solution of the problem stated in this proposal; in providing such technical assistance in a kind of "open-ended" way, without specific or clearly defined objectives that one can ever say are "met" at any point in time, it is difficult to ascertain if the problem is ever, or can ever be, "solved" by MTAS. It is encouraging to note that the value of MTAS is continually recognized by the Tennessee General Assembly through its substantial appropriations for MTAS operations.

The funding of four district consultants under the six-district plan initiated in 1966 has proven to be eminently successful. It is hoped that the present level of operations can be maintained when Title I funds are no longer available to MTAS. Title I has made a substantial contribution toward permanently strengthening the capacity of MTAS to provide this successful community service that was not available in 1966.

FISCAL YEAR 1969 PROPOSAL NUMBER NINE

Program Identification

"Strip Highway Pilot Project," conducted by the School of Architecture at The University of Tennessee by Mr. Frank S. Kelly, Assistant Professor of Architecture. Funding: federal--$16,000.00; non-federal--$8,785.53; total--$24,785.53. Cooperating agencies: Knoxville City Government (including the city administration, Department of Traffic Engineering, and the Metropolitan Planning Commission), the Mayor's Beautification Committee, and the U-T Municipal Technical Advisory Service.

Statement of the Problem

A city is a type of human settlement composed of people and the elements through which they may obtain their daily needs. Until the turn of the century, men moved about their cities by walking or using vehicles drawn by animals. The development of the telephone and automobile provided instant communication and rapid transportation for both people and goods. The resulting growth pattern formed a new type of city. As the elements of the city separated according to their transportation needs and roadways suitable to the automobile developed, these elements of the city grew in a linear fashion along with the main transportation routes in the city. In a small form, this may be termed a "Linear City" and within a major city the "Strip Highway." Thus, because of its activities and traffic, the strip highway is one of the most important aspects of the modern city. For cities which developed primarily in the 20th Century, the strip highway is a key organizing element. Strip highways are always the main circulation paths to the city. Frequently they extend beyond the city to connect with other cities--they are entrances and exits, the first and last views of the city. To the city dweller, strip highways are something experienced every day as they are his main circulation routes and provide most of the things he must purchase for his daily needs. The intense life of the city is concentrated along strip highways, while other areas of the city are relatively inactive. Yet, because of the linear organization of the elements along the highways and their separation from other city elements, the overall intensity of life in the modern city is much less than in other times. Strip highways are experienced by cars at high speed. The generator for a strip highway is the highway itself and its traffic which attracts activities needing access to people. Growth along the highway is unlike earlier forms of city growth. With slower types of transportation, growth tends to be a tight step-by-step fashion, with each new addition just beyond the last in order to maintain the essential contact with other city elements. At automobile speeds, this direct relationship is no longer necessary; and other guidelines determine the location of new elements. Property values, highway intersections, and growth of surrounding residential and commercial developments direct new strip highway activities. The results are a highly inefficient, uneconomical use of the city's most valuable land. Each new element is planned as completely separate and distinct from all other elements. Land between buildings is rendered unusable. Parking and circulation for cars is chaotic and inefficient. The manner in which the strip highway grows makes it difficult to use. Rarely will any single point along the highway meet all one's needs and this entails moving from point to point along the way. This is difficult for the auto and impossible for the pedestrian because the elements along the highway are spaced to be served only by automobiles. The shopping center is an attempt to solve this problem, but miles of strip highways cannot be converted to one giant shopping center.

For the same reasons that the strip highway is difficult to use by car, it is impossible to use by means of public transportation. It is simply too spread out to be served efficiently by present transportation systems. Strip highways, like most other city forms resulting from the dispersion of city elements, are difficult to service with utilities. Their helter-skelter growth is difficult to anticipate, and their spread-out character requires an enormous initial investment with relatively low returns. The result is a tangle of overhead power poles and lines which blight the highway. City elements needing access to people group along highways because of their heavy traffic flow; but as the strip highway develops, it ceases to be a good highway. It is lined with parking lots and countless entrances which continually interrupt and endanger the traffic flow. The roadway even loses definition, and is difficult to follow, because the edge of the pavement is frequently lost into entrances and parking areas. Traffic signs and lights are difficult to see as they become lost in the many other strip highway signs. The roadway is lined with dangerous obstructions, such as power poles and standards for signs. The most widely recognized problem of the strip highway is really the combination of the previously discussed characteristic--it is choatic and ugly. The highway is unlike a street in an urban area in that its buildings do not help define the roadway. Rather the buildings are generally set back from the road behind vast parking areas. They are rarely seen except as backdrops for cars. In this confusion each element seeks to call attention to itself, to establish its own identity, to let motorists know it is there. The result is an array of buildings and enormous signs which must try to be something they are not, and they end up being only junk. Strip highway graphics are really the most offensive and chaotic element. They are so gaudy in character and numerous in number that we simply become numb or bewildered. For all their effort, the signs become lost in themselves and the businesses they represent lose their identity. The strip highway is crowded with cars and signs and utility lines, yet it appears barren. Parking lots never seem to be able to give up enough space for a tree. The reality of this general discussion is illustrated clearly in the city of Knoxville, Tennessee. A map of the city and photographs of its strip highways attest to the significance of these roadways in the city and to their choatic blight. As indicated on a map, the highways form the backbone of Knoxville's road system (excluding limited access highways). They link Knoxville with nearby cities and also carry most of the traffic within the city. They are linear systems of commercial activity. As illustrated by photographs, the strip highway epitomizes much of that ugliness and chaos which typifies the modern American city.

Program Objectives

The objectives of this proposal are: (1) to determine the characteristics of the strip highway in Metropolitan Knoxville (and its role in the modern city) and to identify its problems; (2) to develop practical solutions for the identified strip highway problems; and (3) to demonstrate the feasibility and advantages of improving strip highways in terms of higher land values, higher business revenues, better traffic flow and safety, and a generally more viable urban environment.

Program Activities

This demonstration program consisted of several phases, beginning with a detailed study of five strip highways as they now exist in Knoxville; every aspect of the total highway environment was studied in detail; vast quantities of information on traffic volumes were gathered and analyzed; on-site investigations were made of the land use patterns of Knoxville and the strip highways; and old maps, photographs, and annexation records were reviewed.

This first phase, utilizing student teams, included the development of a classification system for highway graphics; the preparation of a photographic essay of the character of the strip highway; the development of detailed plans of each highway--showing the roadway, parking, buildings, and major signs and utility poles--as information on the efficiency of land use along the highway; the utilization of the photographs and maps to analyze the strip highways as total environments and their effect on the people using them; and the final compilation and analysis of the complete data gathered.

The second phase of the project studied the possible solutions to the problems of the strip highways currently existing. Student teams began preparing design concepts: reorganizing the roadways to improve traffic flow and safety, introducing landscaping to give the highways better definition and continuity, and suggesting new graphic means of conveying commercial information. Then detailed drawings of a segment of one strip highway (Chapman Highway) were developed to serve as the basis for an application for federal Beautification Funds. The application will be filed in the fall.

The findings of this project were recorded in a unique publication (released during August 1969), designed to communicate quickly and with great impact the significance of the strip highway problems, their potential solution, and how the city might be improved in the future. This unique publication--eleven sheets (24x36 inches) with maps, photographs, and text carefully coordinated to explain an aspect of the project--was designed to be read like a newspaper, or placed on a desk, or hung on the wall as an exhibit. To facilitate the presentation of the findings of this project to groups, the drawings and photographs were prepared in the form of 35 mm. slides for projection on a screen. A speaker could utilize these slides to present the entire project and all of its findings quickly and clearly to a large audience.

Although this project was officially completed by June 30, 1969, the dissemination of its findings has just begun. After July 1, 1969, the unique final publication was distributed to public officials, private individuals, and civic groups concerned with the highway. The School of Architecture, as an ongoing community service program, has made presentations and exhibits, utilizing the slides and publication, to such groups as the City Council, Metropolitan Planning Commission, Chamber of Commerce, Downtown Knoxville Association, and the Rotary Club. Also assistance will be given to the city as it makes application for beautification funds. (Incidentally, this publication was distributed nationally to all Schools of Architecture and to all State Title I administrators; it has gained national publicity, including articles in several newspapers in Tennessee, in the New York Times and in the National Observer. In November 1969 a thirty-minute local television program in Knoxville was devoted to the problem of strip highways as demonstrated in this proposal.)

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

The evaluation of a "demonstration" or "pilot" project is extremely difficult, for the purpose of such a project is to examine rather than develop the potential of the subject. If the "Strip Highway Pilot Project" is evaluated relative to the objectives stated in the original proposal, it must be termed a real success. Those who participated in the project came to understand the highway and found practical solutions to its problems. Through their efforts, the publication, and presentation of materials, this understanding has and will be carried to others. There is, however, implied in the term "demonstration," an objective beyond the mere demonstration of something; and that is its actual accomplishment. A measurement of the improvement in strip highways which results from this project will be the real evaluation.

State Agency Recommendation

Projects of the scope and magnitude of the "Strip Highway Pilot Project" take considerable time before future directions can be discerned. The final implementation of the recommendations derived from this project will require the cooperative efforts of the Metropolitan Planning Commission, Knoxville City Council, and the Knox County Commission. (As a demonstration or pilot project, it was a one-time effort. Perhaps the interest generated by the publication and by past, present, and future publicity can assist other metropolitan areas with similar community problems.)

It is the opinion of the staff of the State Agency that the program objectives have been successfully attained. The real ultimate objectives of the program--the physical improvement of the major strip highways in Knoxville and Knox County (or elsewhere)--may, perhaps, never be amenable to real evaluation for another decade. The findings and recommendations outlined in this publication (augmented by forceful presentations from the faculty and students) were adopted by the Metropolitan Planning Commission to control future strip commercial development on roads and highways in Knoxville and Knox County.

Students in the School of Architecture were utilized to good advantage in this proposal. In fact, this project has demonstrated the most successful use of students to date in Tennessee. Five student assistants were involved full time for ten weeks in data collection, analysis, and design work, for a total of one man-year. Fifteen additional student participants were involved two quarters for an unspecified number of hours as design teams and to study possible solutions to the problems of strip highways.

FISCAL YEAR 1969 PROPOSAL NUMBER TEN

Program Identification

"Seminars to Increase the Leadership Ability of the School Board of DeKalb County," conducted at Middle Tennessee State University by Dr. Robert C. Aden, Dean of the Graduate School. Funding: federal--$6,573.64; non-federal--$3,286.82; total--$9,860.46. Cooperating agencies and institutions: Tennessee School Board Association, DeKalb County Department of Education, DeKalb Quarterly Court, Smithville-DeKalb County Model City Planning Office, State Department of Education, Tennessee Technological University, The University of Tennessee, and George Peabody College for Teachers.

Statement of the Problem

This program is being assisted by the Model Cities Program in Smithville. There needs to be a better understanding of the functions of the school system in DeKalb County. The school board needs to understand its duties in relationship to the administration, the teachers, the non-professional workers in the school system, the community as a whole, and the other officials of DeKalb County and of Smithville. In turn, each of the other groups needs to understand its own function in regard to each of the other groups. The 1967 *DeKalb County Educational Survey* by the State Department of Education shows some serious weaknesses in the understanding of functions within the school system. For example, the following are the recommendations of the State Department of Education in regard to the organization and administration. The DeKalb County board of education should divorce itself from every remnant of the sectionalism of district school operations and should constitute itself as a unified and united board for the operation of all of the schools of all of the county. This attitude and policy should result in greater efficiency and improved opportunities for children to receive the education which is needed. The board of education should develop a comprehensive statement of policy. Each item of the policy should be developed cooperatively and should consider the thinking and feelings of everyone to be affected. Once adopted, a policy statement should be written and promulgated so that all interested citizens might know and understand it. Policy should then be carefully followed as a guide for action until such time that the policy needs to be amended or revised. Meetings of the board of education should be open to the public. The minutes of the board of education should accurately, clearly, and concisely record the business transacted by the board of education. The board of education should direct the superintendent prior to the meeting to prepare a detailed agenda for the session of the board of education. The board of education should delegate the superintendent of the school the authority and responsibility for administering the public school program. Administrative precautions should be taken to assure that all teachers participate in the legally required program of inservice education. Improved channels of communication should be opened. The superintendent should develop a systematic plan to improve relations with the board of education, teachers, and the public at large. The central office facilities should be renovated and rearranged. Maintenance should be initiated. Salaries of the central staff should be studied. The salary paid to each member of the staff should be commensurate with that person's training, experience, and overall qualification for the duties to be performed. The supervising teachers should be relieved of some of the burden of office routine, especially in clerical responsibility, in order to function more in the capacity of their position. Other recommendations of the State Department of Education on instruction, teacher personnel, pupil personnel, school plant, pupil transportation, school lunch, and finance would indicate that there are additional problems that might be solved through better understanding of functions, particularly that of leadership.

Program Objectives

The objectives of this proposal are: (1) to increase the leadership ability of the school board of DeKalb County; (2) to create a better understanding of the function of the school board of DeKalb County; (3) to produce a written policy for the school board of DeKalb County; and (4) to institute better relations between the community at large and the school board of DeKalb County.

Program Activities

Following a one-day workshop for the consultants to plan the program, a total of fourteen seminars were held at the high school in Smithville, Tennessee. Each session lasted two hours, and meetings were held on January 2, 16, and 30, 1969; February 13 and 27, 1969; March 13 and 27, 1969; April 10 and 24, 1969; May 8 and 22, 1969; and June 5, 19, and 26, 1969. The meetings were open to the public, and attendance varied from a low of 12 to a high of 116. No record was kept as to name, sex, or age. The main participants were the seven school board members and the school administrators in DeKalb County.

The first seminar was an organizational meeting. The two seminars in January were on "Personnel Policies"; the two in February were on "Building Policies: Construction and Maintenance"; the two in March were on "Administration and Organization Policies"; and the two in April were on "Curricular Policies"; the two in May were on "Planning and Development Policies"; and the two in June were on "Finance, Business Management, and Transportation Policies." The final session in June was an evaluation meeting. The lectures, roundtable discussions, and question and answer periods revolved around the DeKalb County Educational Survey and the sequential steps for policy development. Presentations centered around new and better ways of approaching the school problems in DeKalb County, with the hope that comprehensive written school board policies would be developed.

The final activity was a comprehensive 104-page publication which contained all of the materials presented and an evaluation of the total project. (In the interest of conserving space, the specific topics discussed in the seminars are not summarized in this report of program activities. The State Agency has a limited supply of the complete 104-page report; upon request, copies will be sent on a first-come-first-served basis to those interested in leadership training of school board members.)

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

The final participant evaluation discussion was based on these two inventory questionnaires: (1) sample inventory of board beliefs; and (2) inventory of beliefs about education and educational management. (Middle Tennessee State University did not report on the participants' responses to the 92 items in the two questionnaires.)

The objectives of this project were partially met. There was a consensus of opinion that the knowledge of DeKalb County school board members had been increased tremendously. There were indications that the members were tending toward divorcing themselves of sectionalism. Although it is too early for a complete about-face, there are indications of a good start in this direction.

The DeKalb County Board of Education did not develop a comprehensive statement of policy. One of the consultants has been employed to work with the board next year in developing a written policy that can be disseminated throughout the county. There was a felt need for such a written policy by the school board members. Since there are no written policies yet, it is hard to determine whether policies have changed. According to verbal comment, however, the school board members are looking at policies from a different viewpoint than in the past.

The public did not attend the sessions as had been anticipated. There is a general feeling, however, that the public feels that they are welcome at the meetings of the board; hopefully, these seminars contributed to this feeling. The public does know that the school board members are trying to improve themselves for the benefit of the schools and the community. As stated in the proposal: "of necessity, the real evaluation will come from the Model Cities Project as they observe the effects on the school system during the academic year 1969-70."

The consultants and the school board members felt the sessions were very valuable. A similar type of seminar should be available to other school board members across the State of Tennessee. The value of future programs would be increased if the Superintendent of Schools, other administrative officials, teachers, and the public could attend the sessions and take active part in discussions.

State Agency Recommendation

A review of the final evaluation report would indicate that the first two program objectives have been met; it may take another year to ascertain whether the last two program objectives were met, as indicated above. It is felt that Middle Tennessee State University in this pilot project has made a start in strengthening its institutional capacity for providing community service in the crucial area of school board leadership training.

Hopefully, the expertise gained in this project can be shared with other school boards in Middle Tennessee (and elsewhere). The State Agency staff would recommend to the State Advisory Council that favorable consideration be given to Middle Tennessee State University to conduct at least one additional series of training seminars for other selected school boards in Middle Tennessee. It is further recommended that at least one other major university in Tennessee do the same thing. There is a great need to demonstrate that institutions of higher education can provide similar valuable community service programs, resulting in written school board policies that can be utilized by school systems of Tennessee. If this can be accomplished it could obviate many potential future leadership problems; it could also result in better administration of the school systems in Tennessee.

FISCAL YEAR 1969 PROPOSAL NUMBER ELEVEN

Program Identification

"Practical Aspects of Traffic Safety," conducted by the College of Engineering at The University of Tennessee by Dr. Jack B. Humphreys, Assistant Professor of Civil Engineering. Funding: federal--$3,600.00; non-federal--$1,800.00; total--$5,400.00. Cooperating agencies: Tennessee State Department of Education, Institute of Traffic Engineers, Tennessee Department of Safety, Tennessee Law Enforcement Association, and Tennessee Bar Association.

Statement of the Problem

The impact of the 1966 Highway Safety Act upon highway design criteria is quite evident to all those concerned with highway transportation. Even the average driver has been quick to note the changes brought about in bridge widths, side slopes, guard rail end treatments, and similar design features. Those trained individuals responsible for the safe and efficient operation of our present road system realize, however, that our existing roads and streets can be made much more useful, directly resulting in a decrease in vehicle operating costs and accidents. This is particularly true of urbanized street networks. Fortunately, cities in Tennessee have traffic engineering departments of their own or can request services of a State Highway Department regional traffic engineer. In this way, even the smallest of our cities can draw upon competent personnel for assistance in this vital area. What is not so fortunate is that current conditions require operating changes which are not well understood by the lay public. In fact, public officials, legal personnel, and even many traffic police are not aware of the reasons for current traffic engineering procedures. Only in very recent years have the psychological and physiological characteristics of the driver been studied in detail by the traffic engineer. There is a need for introducing local public officials to many basic and complex traffic operation considerations, thus, promoting safer and more efficient traffic conditions. Due to its very nature, the problem areas of government and transportation would be involved. This is as it should be, since in the final analysis most traffic laws, ordinances, and street systems are the responsibility of governing officials. This statement is borne out by a recent study made of major traffic law violation in our larger cities. Arrests per traffic officer in one city were 376 during one eleven-month period, while another city had a similar record of less than seventy. While arrests in themselves do not mean anything, the point is well made that there is a wide range of policies and attitudes among our public officials across the State. It is felt that exposure to the why's and wherefore's of traffic engineering will help these officials perform in a much more effective manner.

Program Objectives

The objectives of this proposal are: (1) to introduce the basic knowledge of traffic flow to lay personnel such as city and county administrators, city engineers, law enforcement personnel, traffic court judges, as well as engineers and planners; (2) to discuss the implications of modern freeways and high-speed driving; and (3) to emphasize the importance of sound approaches to the problems of traffic safety through a presentation of the man-machine-roadway system as it should operate.

Program Activities

Approximately 120 participants, including local government officials, law enforcement personnel, traffic court judges, driver education teachers, and personnel involved in traffic engineering, construction, and maintenance from city, county, and state offices will attend one of five two-day conferences (in this Statewide program) held as follows: Chattanooga on October 7-8, 1969; Nashville on October 22-23, 1969; Knoxville on November 4-5, 1969; Memphis on November 18-19, 1969; and Kingsport on December 10-11, 1969. Program content of these traffic safety conferences was scheduled to include: (1) The Man--His Characteristics (performance capabilities and limitations, physiological characteristics, psychological characteristics, and education and licensing requirements); (2) The Vehicle--Its Design (performance capabilities, man-machine interaction, stability, federal safety standards, crash worthiness, and road-vehicle interface); (3) The Environment--Geometric Design (horizontal and vertical profile, intersections and interchanges, channelizing, retaining devices, traffic operations, signing, lighting, and maintenance); and (4) Enforcement Procedures and Their Importance (enforcement for safety and operational efficiency, before-and-after-the-crash procedures, and discussion of recent lawsuits affecting the roadway system).

During the first four months of this proposal--through June 30, 1969--much preliminary work was accomplished. Letters were sent to more than 500 public officials across Tennessee explaining the program; these letters were sent to mayors, police chiefs, sheriffs, municipal engineers, safety directors, city managers, and others, for all cities in Tennessee with populations of 1,000 or more; other letters were sent to officials of State agencies which should be involved, such as the Department of Public Safety and the Department of Education. The subject material and meeting dates for the conferences were finalized: the traffic safety conferences were to be entitled "M^2E=Safety" (Man-Machine-Environment=Safety).

Program Status

This program began on March 1, 1969, and will continue through February 28, 1970.

Institutional Evaluation

A biological sketch will be requested of each participant in order to formulate a base upon which to orient the lectures and discussions. A critique will be conducted at the close of each conference, thus tying together the backgrounds of the personnel with what they learned from the sessions. It is felt that this will be especially valuable in the planning for later conferences. The primary evaluation tool, however, will be a questionnaire to be sent out some six months after the completion of all conferences. Based on the participants involved, questions concerning the extent of usefulness or methods of implementation (if any) of the principles learned will be asked.

State Agency Recommendation

Since the main portion of this proposal had not begun by June 30, 1969, there has, of course, been no program evaluation. It is expected that a full, comprehensive final evaluation will give an appraisal of the progress which this proposal has made toward the attainment of its stated program objectives. It is trusted that the final institutional participant evaluation, utilizing the evaluation procedures listed above, will give some good, useful measure of the effectiveness and impact made by the College of Engineering in meeting the stated program objectives and in improving traffic safety in Tennessee.

FISCAL YEAR 1969 PROPOSAL NUMBER TWELVE

Program Identification

"Regional Workshop for Federal Programs," conducted by the College of Education at The University of Tennessee by Dr. Charles M. Achilles, Acting Director of the Bureau of Educational Research and Service. Funding: federal--$7,200.00; non-federal--$3,600.00; total--$10,800.00. Cooperating agencies: Tennessee State Department of Education, Tennessee Office of Urban and Federal Affairs, Public School for Cooperative Research, and Appalachia Education Laboratory, Inc.

Statement of the Problem

In recent years there has been an increase in federal programs and federal acts to assist local and regional jurisdictions in the United States. The rapid increase of programs has resulted in a dearth of personnel who fully understand the implications of these federal programs and the interrelationships of many of the federal programs. This problem is particularly true in Tennessee and the Appalachian region in general. The Education Advisory Committee of the Appalachian Regional Commission, in its Interim Report has identified as a problem the inability of Appalachia to receive its pro-rata share of federal funds and a lack of persons skilled in knowing and interpreting federal programs, and in developing acceptable proposals for submission under the various acts. The following passage is quoted from page 8 of the Interm Report of that committee: "Preliminary analysis of federal expenditures in the Appalachian portions of the states within the region indicates that they are receiving less than their pro-rata share of federal funds. The difficulty seems to lie in the lack of knowledge or assistance and professional personnel who can prepare proposals for funding. In some cases, state allocation formulae penalize the region for its low economic level and the sparcity of its population." This same problem has also been identified by the State Agency for Title I in the FY 1969 Annual Program Amendment to the Tennessee State Plan, page 18: "Training is needed in the following areas: how to write federal proposals; types of federal aids available and how to use them; . . . " Although the problem of less than full understanding and utilization of federal funds is prevalent in all levels of governmental structure in the State of Tennessee, it is particularly noted in the educational systems of the State. More affluent school systems, such as Chattanooga, Memphis, Nashville, and Knoxville, have funds to support an office or position which is often entitled "Coordinator of Federal Projects." It is usually the duty of that office to keep a file on the federal acts which pertain to education and to develop programs suitable for funding under those various acts. The smaller school systems in Tennessee, however, do not have sufficient funds or manpower for a similar office and are forced to rely upon regional supervisors and Title I coordinators (ESEA) of the State Department of Education to supply information about the federal programs. All too often the regional supervisors and Title I coordinators are so busy engaging in their own duties (or duties specifically related to Title I, ESEA) that they are unable to keep up with the multitude of federal acts and the numerous programs eligible for federal support.

Program Objectives

The objectives of this proposal are: (1) to inform educators in East Tennessee of the wide variety of federal acts which pertain to the development of education programs; (2) to indicate to educators in East Tennessee which kinds of programs are most suited for funding under the various acts; (3) to provide assistance to educators in East Tennessee in interpreting the various federal acts which pertain to education; (4) to provide assistance to educators in East Tennessee in developing programs under the various acts; (5) to engage in initial proposal development in workshop sessions (proposals directed at the alleviation of problems in education in East Tennessee); and (6) to inform field service representatives of institutions of higher education of new developments in federal programs available to schools and other community agencies.

Program Activities

As originally submitted, this proposal stated that approximately 150 participants, including one or two from each school district in East Tennessee (the superintendent and/or the director of federal programs), one from selected institutions of higher education (the director of field services, and/or the person directly responsible for the training of school administrators in federal involvement in education), and regional supervisors and other personnel from the Tennessee State Department of Education, would attend the one-week workshop in Knoxville. The program would consist of introduction to, and a review of, federal acts available to personnel in the State of Tennessee for the improvement of educational and community programs. This review was not to be confined only to acts which are generally considered to be "education acts," but would also include such acts as those pertaining to Appalachia, Housing, Urban Development, and others.

The major activities prior to June 30, 1969, include two planning sessions, several meetings in Nashville and Washington, and correspondence with agencies to be involved in the workshop. In the planning sessions, it was determined which federal programs and acts would be the focus of the workshop and the best ways of obtaining assistance in the explanation of those acts; plans were devised for making initial contacts and sending follow-up letters to the participants.

The actual workshop was held in Knoxville on July 7-11, 1969, with 62 participants from 46 school districts in Tennessee, 44 graduate students and faculty from The University of Tennessee, and 16 representatives from PSCR (Public Schools for Cooperative Research)--one of the sponsoring agencies for the workshop. Following registration and orientation the first day, a 1 1/2-hour large group session and 2-hour small group sessions were conducted. On the next three days, a series of 1 1/4-hour small group sessions were held, with the participants moving to meet with the various consultants who discussed those federal programs of interest to them. The team approach was used; members of the State Department of Education and personnel from The University of Tennessee worked with the federal consultants in presenting ideas and leading discussions with the local school personnel. Federal programs discussed included Head Start, Education for the Handicapped, Education Professions Development Act, OEO Community Action, Children's Welfare, Elementary and Secondary Education Act, Appalachian Acts, HUD-Model Cities, Vocational Education Act, Higher

Education Act, and Manpower Development and Training Act. A university consultant was available to be a sounding board for ideas and to assist the participants in refining program ideas.

Since the funds were not completely expended in holding this workshop, the State Agency approved a one-year extension of this project; the remaining funds will be used to conduct two specialized writing workshops--one in Middle Tennessee and one in West Tennessee--as a follow-up activity for the participants in the initial seminar. If funds are still available, a third meeting could be held in East Tennessee.

Program Status

The original program dates for this proposal were from January 1, 1969, to June 30, 1969. The project grant was extended to June 30, 1970, to conduct the two specialized writing workshops.

Institutional Evaluation

The role of the university consultant was one of the innovative features of the workshop. Although a few participants used the university consultant to refine program ideas, a number of them did not understand clearly the function of that university consultant. A unique feature of the workshop, idea refinement sessions, was somewhat lost by the reluctance of the participants to work with the university consultant on a one-to-one basis. Those who used the university consultant reported that these sessions were among the most useful parts of the workshop.

The workshop was evaluated by a questionnaire responded to by 39 participants and by another questionnaire responded to by 16 consultants. The general participant reaction to the workshop was that it was an effective, productive, and interesting experience. It was unique and innovative in that it provided an opportunity for educators at all levels to discuss and to be informed about the various federal education programs. The overall evaluation was highly positive, stressing the program's resource expertise, its flexibility and unstructured informality, and the wide range of comprehensiveness of the program activities. The most obvious negative aspect of the workshop was the time element and the amount of participation. Five days proved to be too long; as much could have been accomplished in two or three days. A larger participation could have been obtained through a pre-registration commitment. The evaluations provided several concrete suggestions for improvement of a similar or future program of this type. It was also strongly felt that a follow-up conference would be useful and effective in assisting the school personnel in developing local programs. It was obvious that the workshop did fulfill a need and provided valuable ideas for possible future programs. Generally, the consultants were satisfied with their individual presentations and felt they were effective in communicating with the local school personnel. They found the participants to be receptive in those programs that were relevant to their particular needs.

State Agency Recommendation

The candid institutional evaluation pointed to two negative aspects of the workshop--the relatively small number of participants and the length of the workshop as scheduled. A third negative aspect, also noted by a site visit to the workshop, was a dearth of personnel from selected institutions of higher education (the director of field services, and/or the person directly responsible for the training of school administrators in federal involvement in education). Hopefully, the two projected specialized writing workshops will balance out these deficiencies.

From a review of the individual participant evaluations, it would appear that those in attendance felt this Title I program made a significant step in attaining the first four program objectives; it would appear that the last two program objectives were not substantially met.

It would be valuable, in the final evaluation of this proposal, if there could be some concrete measure of actual programs that were developed by the participants--and a measure of the number of projects actually funded. Too, it would be valuable if the final evaluation could denote whether the institutional capacity of the U-T College of Education was substantially strengthened in providing this community service to the school districts and agencies involved. The State Agency feels that this pilot project was a valuable first step. This program dealt with a significant problem in Tennessee; hopefully, implementation will follow information.

FISCAL YEAR 1969 PROPOSAL NUMBER THIRTEEN

Program Identification

"An Action Program for Broadening the Economic Base of Maury County," conducted at Columbia State Community College by Mr. Lewis E. Moore, Jr., Assistant Professor of Political Science. Funding: federal--$5,800.00; non-federal--$2,900.00; total--$8,700.00. Cooperating agencies: City of Columbia, Maury County Quarterly Court, Maury County School System, and Columbia-Mt. Pleasant Chamber of Commerce.

Statement of the Problem

The Identification of Community Needs in Tennessee focuses attention on the need in Maury County "to develop a program to permit further training of the existing unskilled labor" and "expanded vocational training programs for both youth and adult participants." This report further recommends that "in the general area of employment, a survey should be undertaken to determine the labor resources available, what skills and crafts exist, how skills and crafts can be upgraded, and future needs of industry in Middle Tennessee."

Program Objectives

The objectives of this program are: (1) to develop plans for broadening the economic base of Maury County through a process of determining the labor resources available, the problems of unemployment, what skills and crafts now exist, how skills and crafts can be upgraded, and the future needs of industry in the county; and (2) to develop plans for increasing job opportunities through the attraction of new industry in the county.

Program Activities

This program, for approximately 200 community leaders, educators, and labor leaders, and employers, will consist of three phases: (1) the preparation of community, population, labor and industrial analyses of Maury County; (2) a series of three one-day seminars to disseminate information gained from the analyses; and (3) a series of two two-day action planning sessions to develop programs designed to upgrade the labor force and attract new industry, to be followed by a printed report of plans resulting from the action planning sessions to serve as a guide for immediate action and future evaluation of success achieved. This project should assist Columbia State Community College in designing a more meaningful community service program. The first phase of materials preparation will be conducted from June 15, 1969, to December 31, 1969. The second phase of information dissemination seminars will be conducted from January 1, 1970, to March 30, 1970. The third phase of action planning sessions will be conducted from April 1, 1970, to June 30, 1970; and the preparation and printing of significant plans resulting from the action planning sessions will be completed by September 15, 1970.

Program Status

This new program was approved on April 25, 1969; the budget period for the program will begin on June 15, 1969, and will continue through September 15, 1970. No program activities were completed by June 30, 1969.

Institutional Evaluation

Plans worked out in action planning sessions will be printed and used as bases for positive action. This printed report will provide a check on the progress of efforts to put these plans into effect. Participants will be given opportunities to express their reactions to the program as it progresses and at its conclusion.

State Agency Recommendation

This program is just barely underway; it will attempt to assist in the solution of an identified problem and, if successful, should help Maury County in industrial recruiting. The staff of the State Agency was impressed by these statements which accompanied the original proposal: "By its very nature the true community college is committed to the principle of community service, providing the advantages of higher education to everyone in the community capable of benefiting from the experience. A two year institution which fails to emphasize community service and continuing education is actually nothing more than the traditional junior college. As a fringe benefit to the College, this program should also help in the planning of future credit programs oriented to the area in which we are situated." Hopefully, the final evaluation will give an appraisal of the progress which this proposal has made toward the attainment of its stated objectives. It is encouraging to note that Columbia State Community College, the very first of six such institutions created in Tennessee since 1965, has utilized Title I funds to fulfill the dual-aims of this federal legislation. As each new state community college is approved by the Southern Association of Colleges and Schools, it is hoped that each would submit a valuable Title I proposal and benefit from participating in this program.

FISCAL YEAR 1969 PROPOSAL NUMBER FOURTEEN

Program Identification

"Developing Skills of Community Leadership," conducted at Knoxville College by Mr. Charles W. Williamson, Jr., Instructor of Sociology. Funding: federal--$4,000.00; non-federal--$2,000.00; total--$6,000.00. Cooperating agencies: Knoxville-Knox County Community Action Committee, The Greater Knoxville Chamber of Commerce, Knox County Court, Knoxville City Government, Rohm-Haas Co., Aluminum Company of America, Dempster Brothers, and Robertshaw-Fulton Company.

Statement of the Problem

The Metropolitan Knoxville area needs the services of additional people who possess leadership skills and who are able to use these skills effectively in attacking many different kinds of community problems and in helping to promote community programs. Resident in the community are many individuals who occupy positions and offices of leadership but who are unable or unequipped to utilize basic leadership skills effectively in carrying out their responsibilities. Resident in the community, also, are individuals who aspire to positions of leadership but who are unable to realize such personal goals because of their unpreparedness.

Program Objectives

The objectives of this program are: (1) to teach participants the skills needed to conduct meetings and group dynamics; (2) to assist participants in identifying public servants, in studying their roles in community programs, and in obtaining personal acquaintance with as many important public servants as possible; and (3) to help participants in identifying community problems and in learning the method needed to resolve them.

Program Activities

This program will involve a biracial group of 40 employed individuals in two-hour sessions twice a week for seventeen weeks, from November 1, 1969, through March 26, 1970. The specific topics to be covered in these sessions are: (1) what makes an effective leader; (2) extemporaneous speeches; (3) group dynamics; (4) parlimentary procedures; (5) psychological aspects of leadership; and (6) psychological testing. These topics will be supplemented with movies, discussions, field trips, and meetings with community leaders.

Program Status

This new proposal was approved on April 25, 1969; the budget period for the program will begin on October 1, 1969, and will continue through April 30, 1970. No program activities were completed by June 30, 1969.

Institutional Evaluation

Evaluation techniques will include (1) institute prepared attitude inventories, and (2) participant self-evaluation questionnaire. Pre-testing and post-testing will be used to determine the acquired skills in public speaking, parliamentary procedure, and the gained knowledge and skill of identifying the roles of public servants.

State Agency Recommendation

This program is similar to the successful Fiscal Year 1966 Proposal Number Four, and it is designed to present a new biracial group of employed individuals with the opportunity to acquire skills needed for effective community leadership. Since this proposal will not commence until October 1, 1969, it is not possible to make a recommendation. The State Agency staff plans to visit several of the sessions to assess their impact and effectiveness. It is trusted that a final comprehensive evaluation will be submitted to the State Agency upon the completion of this program. Hopefully, this evaluation will assess how effectively this program has met the stated program objectives.

FISCAL YEAR 1969 PROPOSAL NUMBER FIFTEEN

Program Identification

"Assisting Disadvantaged Groups in Articulating and Developing Goals and Plans for Presentation to Local Planning Commissions," conducted at Middle Tennessee State University by Mr. Curry Peacock, Assistant Professor of Political Science. Funding: federal--$11,838.00; non-federal--$5,919.00; total--$17,757.00. Cooperating agencies: Elk and Duck River Community Association; Stones River Economic Opportunity Commission, Inc.; local and regional planning agencies; Tennessee State Planning Commission; and agencies administering local programs in such areas as housing and urban renewal.

Statement of the Problem

In many cases local planning efforts are carried out within the framework of a local planning commission, legally constituted, which formulates goals and initiates the preparation of plans. Often these local planning commissions are unrepresentative of the diverse interests of the community, and certain groups such as business and real estate interests may be over-represented. Consequently, the normative values which form the framework for the planning effort do not give adequate attention to the unarticulated needs and wants of certain community groups. The American Institure of Planners (AIP) has recommended that local government include positions on planning staffs for "advocate" planners to represent groups which traditionally have been excluded in the articulation and preparation of the city official plan. However, this approach has not been adopted because of three primary reasons: (1) the additional expense involved in an already expensive governmental function; (2) the time-consuming nature of the preparation of alternative plans; and (3) the lack of planning assistance. Although each is very important, the latter factor is very significant. The lack of competent planners is well known and it is easy to document the scarcity of assistance to community groups outside of official planning commissions. The problem of providing assistance to the non-white is even more difficult. There are no Negro planners in any city, county, or State planning agency in Tennessee.

Program Objectives

The objective of this program is to assist community groups by providing the technical assistance necessary for their participation in the community planning process. "Advocacy planning," as this approach is termed, involves active participation with varied community groups. The project will provide competent professional planning advice to assist these groups in evaluating needs, determining suitable objectives, and presenting alternative plans to be considered by the local planning commission. Plans will cover housing, recreation, land use, transportation and citizen participation. The project will provide the technical assistance necessary to identify needs, articulate goals, and prepare plans which are consistent with group goals. The emphasis will be to provide a voice for presenting logical alternatives to an official plan consistent with the needs and desires of the community groups. The intent of the program is to do more than present a "one-shot" plan prepared for a group of citizens; rather it is to lay the groundwork and provide the initial stimulus for their continued involvement in the community planning effort.

Program Activities

The services will consist of a technically capable team of consultants from Middle Tennessee State University who will assist groups in determining their needs, articulating these needs into plans for land, housing, and recreation, etc., and relating these plans to the on-going community planning effort. In order to provide these services, the team will basically be involved in three distinct functions: (1) data inventory, (2) data analysis, and (3) plan preparation and presentation. The data inventory will acquaint the team with relevant facts about the group, the community and the planning program. In the analysis phase, the team will determine the adequacy of the planning program's response to the needs of the group. The plan preparation and presentation portion will involve the development of plans for land, roads, services, and facilities which affect the group. These plans will be presented to the planning commission. An important function will be the determination of group goals. In the determination of group goals, the work in the current Title I project (FY 1968 Proposal Number Thirteen) will be utilized as it relates to this project. In order to determine group goals, recent developments in the field of group dynamics, human relations, management improvement and operations analysis will be utilized. Certain techniques developed by the National Training Laboratory Institute for Applied Behavioral Sciences, and modified by the practical applications in assisting community leadership in govermental related problems, will be utilized in the goal formulation state. After the formulation of group goals, an analysis of the official community plan will be made to assess the divergence of official goals manifested in the official community plan with those articulated in the group meetings and discussions. Alternative plans will be prepared based on the group goals and will be subjected to group criticism by the participants. The technical staffs of the planning commission or department will be asked to assist in this phase. This project will provide planning services to groups in two communities in Middle Tennessee. It is felt that this would be the appropriate number in which to work during a nine-month period. The two communities tentatively selected are Tullahoma and Murfreesboro. Columbia and Nashville are high priority alternatives. Although informed contacts have been made in all four communities, discussions will be held with appropriate governmental and community leaders before final selections are made. The towns were selected by using an index designed to show the extent of community physical change as indicated by such factors as industrial growth, development of community facilities, and involvement in such programs as federally financed or related urban renewal, public housing, codes enforcement, community planning, Model Cities, and workable programs. It is anticipated that the special competencies developed by the staff and certain participants during the project will be available in later years to work in similar fashion with additional communities. The program should involve 100 participants from the two communities selected, including citizens involved in economic opportunity programs, members of human relations councils (private and public groups), members of civic or church organizations drawn from minority and low-income groups, members of citizens planning advisory groups which exist in the cities, and citizens identified as representative of low-income groups.

Program Status

This new proposal was approved on April 25, 1969; the budget period for the program will begin on September 1, 1969, and will continue through May 31, 1970. No program activities were completed by June 30, 1969.

Institutional Evaluation

The evaluation procedures to be used in this program will be as follows: (1) interest on the part of the community groups helped will be gauged by their willingness to attend meetings, participate in the discussions, and serve on planning commissions; (2) there will be a follow up session with all groups and agencies who participate in the program as to their reaction, recommendations, and judgments on the project; (3) an interview will be held with each of the participants initially and after the project is completed in order to judge the change in attitudes toward the planning process accomplished by the project; and (4) an indicator of the success of the program will be the changes that are initiated in the plan as a result of participation by various groups.

State Agency Recommendation

It is obviously too early for the State Agency staff to form an opinion on this new program, which appears to be directed toward aiding in the solution of an identified community problem in Middle Tennessee. It is expected that a full, comprehensive final evaluation will give an appraisal of the progress which this proposal has made toward the attainment of its stated objectives. It is trusted that the final institutional participant evaluation, utilizing the evaluation procedures listed above, will give some good, useful measure of the effectiveness and impact this proposal has had in meeting the stated program objectives. Perhaps a well-written, succinct publication, available for wide distribution across the State, could document the gains made by Middle Tennessee State University in assisting disadvantaged groups in articulating and developing goals and plans for presentation to local planning commissions. The State Agency could then make some informed assessment of the value of this prototype Title I proposal and could make recommendation whether a program of this type should be considered for other areas in Tennessee.

FISCAL YEAR 1969 PROPOSAL NUMBER SIXTEEN

Program Identification

"Conference on Legal Services for the Appalachian Region," conducted by the Legal Clinic (College of Law) at The University of Tennessee by Mr. Charles H. Miller, Professor of Law and Director of the Legal Clinic. Funding: federal--$3,400.00; non-federal--$1,700.00, total--$5,100.00. Cooperating agencies: National Legal Aid and Defender Association; Appalachian Regional Commission; and Law Schools (West Virginia in particular), legal aid societies, associations of public defenders, and bar associations in the Appalachian Region.

Statement of the Problem

In proposing the conference, the National Legal Aid and Defender Association has stated: "For the purpose of this [proposal] there is no need to list the compelling reasons for focusing attention on this neglected region: The incidence of poverty, the isolation, the independence and pride of these Scotch-Irish people have been subjects for many surveys and studies." Perhaps for related reasons, there is a shortage of lawyers and qualified judges throughout Appalachia. Lawyers tend to concentrate in commercial, industrial, and population areas. Even in Appalachian localities where lawyers are present, a substantial number of the residents are not financially able to secure their services. The result is that many individuals throughout the area have no contact with the legal system as such and cannot employ it to better their station in life. Such factors as the abuse of garnishment proceedings, oppressive and irregular credit practices, automobile financing, juvenile and family matters, criminal trials, abandonment and family support matters, welfare payments, disability benefits, social security, bankruptcy, real estate transactions, and many others of a similar nature can be economically depressing to the poorer elements in society who do not have access to or cannot afford legal counsel. A number of individual cases have come to the attention of The University of Tennessee Legal Clinic where residents of the area to be studied were deprived of substantial property interests due to the fact that no attorney was available to them at the time. Another particular, and exceptional, case comes to mind of a person in an isolated area of Virginia who could not secure an attorney to help him on a Social Security dispute without travelling some 70 miles. It should be noted that individuals in some of the more deprived areas throughout Appalachia do not have the means and understanding to make their voice heard. While some of the difficulties suggested above can be attributed to administration of the legal system, it is apparent that the basic legal structure itself is the source of some of the problems. Taking garnishment as an example, it is clear that so long as wages are subject to this form of debt-collection, abuses will occur. Much the same type problem is associated with interest rates and installment sales charges. The economically deprived individual is not able to muster a voice against the very factors which cause his depressed condition. The problem is complicated somewhat by the fact that some six states are involved and the laws differ as to each. It is difficult to apply generalized solutions to problems which are predominantly local and special in character. In short, it would seem that the fundamental legal problem in Appalachia is the nonavailability of professional, legal services to the more deprived element of the population. A close second is the structure of State laws within the area having a tendency to create or foster economically depressed conditions among affected individuals.

Program Objectives

The objectives of this program are: (1) to outline and identify with certainty the legal needs of the people of Appalachia; (2) to suggest possible solutions which will be workable within the framework of the legal structure of each State; and (3) to organize a continuing Appalachian Legal Resource Foundation, which will assist the states and communities of Appalachia in the development of specific legal service programs.

Program Activities

This program will be a three-day conference in Knoxville on July 24-26, 1969, covering the following topics: (1) legal needs of the people of Appalachia, including the scarcity of attorneys and judges and the characteristics of different state laws affecting the poor; (2) suggestions as to possible solutions, including organization of legal aid offices, governmental resources available, publicity, community approach, and recruitment at law school; and (3) community leadership responsibility. Working papers covering the principal aspects of legal assistance in the Appalachian area will be prepared in advance to provide background information for 200 lawyers, judges, legislators, educators, representatives from the news media, ministers, social workers, businessmen, and representatives of the poor who attend the conference. A culminating activity of the conference will be the organization of a continuing Appalachian Legal Resource Foundation. The program will be sponsored by the National Legal Aid and Defender Association. During September and October 1969, the proceedings of the conference will be published and a charter will be developed to incorporate a foundation which will carry out the purposes of the conference.

Program Status

This new proposal was approved on April 25, 1969; the budget period for the program began on June 1, 1969, and will continue through October 31, 1969. No program activities were completed by June 30, 1969.

Institutional Evaluation

Specific evaluation procedures will include (1) a copy of conference proceedings, conclusions, and recommendations to result in a program for legal services on a local basis, and (2) some institutional evaluation of whether the objectives were met. Usual testing and evaluation methods are feasible in determining whether and to what extent these program objectives have been fulfilled. The entire matter involves a professional evaluation of the proposed conference--based on a review of conference proceedings, reports, and concrete accomplishments. Hopefully the conference will take concrete action toward organizing this foundation to provide a lasting contribution to the Appalachian Region.

State Agency Recommendation

The staff of the State Agency concurs with the hope of the project director that the program objectives will be met, and more particularly that a foundation will be organized to provide a lasting contribution to the people in Appalachia. It is trusted that this valuable conference will attract substantial participation from those concerned with providing legal services in the several states comprising the Appalachian Region; the final evaluation and the conference proceedings will merit widespread dissemination.

FISCAL YEAR 1969 PROPOSAL NUMBER SEVENTEEN

Program Identification

"The Development of a Community Service Program for the Urban Observatory of Metropolitan Nashville," conducted by George Peabody College for Teachers in consortium with Fisk University, Meharry Medical College, Tennessee State University, The University of Tennessee (Nashville), and Vanderbilt University by Dr. J. R. Newbrough, Coordinator, Center for Community Studies. Funding: federal--$25,000.00; non-federal--$12,500.00; total--$37,500.00. Cooperating agencies: Nashville-Davidson County Metropolitan Government, Nashville Metropolitan Planning Commission, National League of Cities, Council of Community Services, Chamber of Commerce, Mid-Cumberland Council of Governments, Tennessee Municipal League, Metropolitan Action Commission, Nashville Housing Authority, Model Cities Program, Urban League, Project Equality of Tennessee, Inc., Metropolitan Welfare Commission, Metropolitan Board of Education, and League of Women Voters.

Statement of the Problem

Metropolitan Nashville has had its share of urban problems and probably more than a normal share of academic resources which might contribute to a solution of urban problems. Many individual cases of close relationships between university and local government personnel could be cited, such as the staff work for the Community Services Commission (1951-2), but through the years these ties have been short run, ad hoc, and fragmented. Too often it is only by accident that an urban official discovers that there is a functional specialist at one of the colleges or universities in Nashville who can help him solve urban problems. Similarly, it is often only by chance that academic people in Nashville discover that their expertise is not only needed but wanted by particular officials or agencies of Metropolitan Government. The problem to which this proposal is addressed is the absence of any permanent institutionalized way of bringing together these academic resources with the urban officials who need their help in solving community problems. Fragmentation of local government was one of the major problems which the metropolitan form of government was designed to overcome in Nashville, and much progress has been made in this regard. But fragmentation of the contributions of academic institutions to the diagnosis and solution of urban problems is increasingly a serious handicap. All too often parts of the university community do not know what other parts of academia are doing in the same general research field, and related local government agencies are often unaware of such activity. Specific problems indicating the need for concerted attacks fall into a dozen or so generalized areas of concern. As examples, the Metropolitan Government expresses current need for study and action in the fields of housing (too few standard low-cost units to house the population requiring such units), transportation (no urban transport network adequate to fit real patterns of use and need), economic development (an antiquated fiscal base and uneven commercial and industrial development), physical environment (crowding and pollution), education (high dropout rates, inadequately prepared school graduates), health (wide disparity in care by economic level), employment (minimal opportunities in low-entry-level jobs), social services (insufficient in both public and private sector), crime (high crime and delinquency rates), recreation (too few non-commercial opportunities and facilities), and the elderly (decreased ability for self-support). Attention focused on these areas will provide input into the Urban Observatory's planning and development process by identifying specific knowledge and research gaps.

To illustrate the problem, Peabody College has three research groups and at least four departments dealing with urban problems; Vanderbilt University has over 12 offices, research groups and departments; Fisk University has more than 6 departments, research groups and committees; Meharry Medical College has more than 9 service and research programs; Tennessee State University has some 6-7 departments, groups and individuals; The University of Tennessee (Nashville) has 2-3 groups and centers. There are also three private planning groups (Council of Community Services, Health and Hospital Planning Council, Chamber of Commerce planning group) and at least 13 agencies of Metropolitan Government. Research services and planning to deal with urban problems goes on with and between various sub-groups, but there is no structure to pull all of the more than 60 efforts together in a sustained fashion--to provide continuity to planning, follow-through, and evaluation. The Urban Observatory will also direct attention toward the larger social ecology of the community; and the end effects, for instance, of the inner-city slums on the suburbs--their services, taxes, activities, economic patterns, and the like. Factors contributing to the cleavages between the urban core area, the outlying suburbs, and the intermediate residential and commercial districts must be examined more deeply than has been done to date if governmental decisions about their futures are to be enlightened and productive. The need is clear and the time is right to move in the direction of a permanent, institutionalized system of communication about urban problems and urban research, linking key local officials and university personnel together in a consortium arrangement called the Urban Observatory of Metropolitan Nashville - University Centers.

Program Objectives

The specific objectives of this program are: (1) to create opportunities for academic researchers to learn of research needs as perceived by community decision-makers and implementers, particularly those in offices of public service; (2) to educate public policy-makers and implementers as to potential practical benefits available to them through applying information acquired through academic inquiry; (3) to provide settings and structured activities for face-to-face interchanges between local public and private decision makers, local government staff, and academic urban researchers, for the purposes of considering issues in detail and from several perspectives and for exploring the range and type of solutions; (4) to provide a means of participation in the formulation of the work program of the Urban Observatory for a range of those persons (as noted above) most affected by their occupation and their interests; and (5) to provide for dissemination of the concept of the Urban Observatory and its specific advantages (through the work program) to the community leadership, to the community planners, to academic researchers and educators, and to the general public.

Program Activities

The Urban Observatory became a non-profit incorporated agency on April 29, 1969, with the signing of the Charter of Incorporation by the board of directors and filing of the Charter with the Secretary of State of Tennessee.

The program is principally concerned with developing and enhancing the exchange of productive information between the academic community and government on a continuing basis. As a beginning, a series of three conferences and roundtables designed to develop communication techniques between the University Centers and local decision-makers is proposed, to be followed by a continuing dissemination effort characterized by relatively enduring structures for information exchange and personal interactions. New means of communication are the anticipated product of the first phase (via the roundtables or conferences). The second phase will be a program of community education and participation events (workshops, institutes, seminars) for the purpose of informing people about the urban problem and critical issues within it, and of stimulating their thought and interest in exploring solutions.

Phase I of the proposed program will be a series of three roundtables or conferences, entitled "Development of Communications Techniques between the University Centers and Local Government Decision Makers," each dealing with different client groups and having different, though complementary, purposes. Preparation of materials for the conferences will include such activities as: (1) assembly of information about ongoing community research and planning programs; (2) assembly of published and unpublished material bearing on the concept of the Urban Observatory and upon the several community problem areas to be considered; and (3) the assignment of production of several issue papers by local academics, government officials or working parties. The first roundtable in July 1969, envisioned as a "Conference on Information Needs and Gaps for Planning in Metropolitan Nashville," will be aimed at a selected group of planners and generators of research on urban problems. This conference will be for 1-1/2 days to generate a perspective on what is being done and planned in the near future, where the gaps of knowledge and community needs are, and what ought to be done to meet the needs and fill the gaps. The second roundtable in September 1969, is envisioned as a "Conference on Work Program Planning of the Urban Observatory," involving most of the participants above, augmented by some community and local government leaders; this conference for one day will generate a detailed and specific set of recommendations for the work program of the Urban Observatory. The third conference, the final in this series, is planned as a one-day public event in November 1969, and will be designed to provide maximal dissemination of the concept of the Urban Observatory and its concrete advantages to various groups and organizations in the community as well as to the general public. The relationships established throughout this series, and the new working patterns resulting between the data-generators and data users and the public image of the Urban Observatory, will set the stage for Phase II of the proposed program. Phase II will be the development of a community service program. This phase will develop a series of settings (some continuing, some one-time only) in which there will be a mixed group of participants and audience (from university community and general community) for educational and information sharing purposes. Theme areas will always be on urban matters (problems, characteristics, planning, development, and the like). The format will include both information dissemination and audience participation techniques to heighten both communication and learning. As much as possible, the micro-group structuring will be used in the Phase II programming as well as in the Phase I working roundtables and conferences. This will be for the purpose of providing learning experiences to community leaders and citizens alike in how best to work within group structures to do work and accomplish goals. The identification and development of new community leadership will be one of the indirect goals of Phase II, and will be done within the context of community programs where the direct goal is to work over issues around topic areas. The estimated number of participants will be 800 people. The program is funded in cooperation with the U. S. Department of Housing and Urban Development.

Program Status

Although this new program was approved on April 25, 1969, the major activities will be conducted between May 1, 1969, and March 15, 1970. By June 30, 1969, the program development staff members were employed to provide the leadership for the work-program planning function and prepare the materials for the first roundtable.

State Agency Recommendation

The staff of the State Agency is pleased that Nashville was selected by the National League of Cities to become one of the first six cities included in the national urban observatory "network." It appears eminently feasible that Nashville, the "Athens of the South" with about a dozen colleges and universities--six of which are involved in this proposal--could be provided with present or anticipated federal funds under Title I for community service and continuing education programs in conjunction with the urban observatory.

It should be stressed that the focus of the Title I component of the urban observatory program should be upon community service (education and training) rather than upon research. The results of the HUD-financed research will need to be communicated, discussed, and acted upon locally. In some instances, the research and study process can be a community service in itself, involving academicians, leaders, and officials in Nashville in activities which are intrinsically educational and problem-solving. It is trusted that the pressures from the Title I component of the program will be in the direction of making the research, and the community service and education activities associated with it, as practical and immediately useful as possible.

The staff of the State Agency hopes to continue to be involved and consulted in the development of the urban observatory agenda in Nashville, and it is trusted that members of the State Advisory Council will be fully committed to providing the necessary Title I federal funds as proposals are submitted by the urban observatory institutions during the next several fiscal years. Hopefully, these institutions will continue to submit valuable Title I proposals. The urban observatory concept appears to have a great potential and a very useful and continuing function in the solution of urban problems, the development of alternative methods, the determination of priorities, and in spotlighting major areas of strength and weaknesses within the governmental structure of Nashville. The urban observatory should begin a viable communication between government and the academic resources in Tennessee's capital city.

FISCAL YEAR 1969 PROPOSAL NUMBER EIGHTEEN

Program Identification

"Model Cities Training and Orientation Seminar Program," conducted by The University of Chattanooga (now The University of Tennessee at Chattanooga) by Mr. Roy E. Batchelor, Director of Urban Affairs. Funding: federal--$5,014.00; non-federal--$2,507.00; total--$7,521.00. Cooperating agencies: Chattanooga City Commission and operating departments; Chattanooga-Hamilton County Regional Planning Commission; Hamilton County Juvenile Court; Human Relations Council; Urban Coalition; Labor Council; the Metropolitan Council for Community Services, Inc; Chattanooga Public Housing Authority; Chattanooga-Hamilton County Health Department; Chattanooga-Hamilton County Community Program, Inc.; Chattanooga Full Employment Committee, Inc.; Family Services Agency; Day Care Association; and Chattanooga Progress, Inc.

Statement of the Problem

There is a widespread lack of information in the Chattanooga community about the origin, nature, methodology, scope, and potential impact of the impending Model Cities Program. In addition, the educational level of the Model Cities area is totally inadequate inasmuch as the average achievement level for males over 25 is eighth grade six months. This educational deficiency is reflected in the lack of effective communication between citizens of the area and the news media, city leadership, etc. A second problem area has to do with the low health level. For example, most of the respiratory/tubercular cases found in Hamilton County occur in the Model Cities area. Very often the lack of communication and poor health go hand in hand. A third area relates to the lack of any effective community-wide organizational structure in the proposed Model Cities area. The Model Cities proposal identified over 30 independent groups with absolutely no thread of relationship among the groups. This stands in the way of effective communication.

Program Objectives

The objectives of this program are: (1) to develop, through creative orientation programming, a nucleus of well-informed, interested Model Neighborhood Area residents, who, if properly trained, will form the backbone of the citizens participation structure in the Chattanooga Model Cities Program; and (2) to raise the general awareness level about Model Cities activities.

Program Activities

The program will be a series of ten four-hour orientation seminars on Saturdays (between early August 1969 and the middle of November 1969) for the 250 leaders and members of neighborhood and community organizations in the Chattanooga Model Cities Model Neighborhood Area. The seminars will cover all areas of Model Cities organization, programming, and activity of interest to the leaders and members of the organization structure of the Model Neighborhood Area.

The specific topics covered will be the Demonstration Cities and Metropolitan Development Act of 1966, as amended; Model Cities and housing, jobs, health, and community services; the role of the Community Council in Model Cities administration; the role of the Federation of Community Councils in Model Cities administration; elections in the Model Neighborhood area; the role of the MNA resident in problem identification; the problem area task force and you; and employment opportunities for MNA residents in the Model Cities administration and staff.

Program Status

Although this new program was approved on April 25, 1969, the major activities will not begin until after August 1, 1969, and will be completed by November 15, 1969. No program activities were completed by June 30, 1969.

Institutional Evaluation

Evaluation procedures will include (1) pre- and post-program random sample surveys in the Model Neighborhood area, (2) pre- and post-program information questionnaires administered to those attending program sessions in the MNA meeting sites, and (3) participant expressed feelings.

State Agency Recommendation

This program has just been approved for funding and will attempt to aid in the solution of a major problem in Chattanooga: the training of citizens in the participation structure in the Chattanooga Model Cities Program. It is trusted that this initial venture will provide a nucleus of well-informed, interested MNA residents and will raise the general awareness level about Model Cities activities. Hopefully, the final evaluation will assess whether or not the program objectives have been met.

STATE OF TENNESSEE: TITLE I OF THE HIGHER EDUCATION ACT OF 1965

COMPLETED PROGRAMS (FY 1966, FY 1967)*

PROPOSAL NUMBER	INSTITUTION	TITLE	FUNDS		
			FEDERAL	MATCHING	TOTAL
FY 1966 One	The University of Tennessee, State Agency for Title I (involving 14 institutions)	Demonstration Research Project on the Identification of Community Needs	$ 25,017.64	$ 8,685.66	$ 33,703.30
FY 1966 Two	The University of Tennessee, College of Education (involving 10 institutions)	Training for School Board Members Throughout Tennessee	45,750.00	18,947.66	64,697.66
FY 1966 Twelve	East Tennessee State University (involving 2 institutions)	Swimming Pool Sanitation Supervision	1,306.96	435.65	1,742.61
FY 1966 Thirteen	East Tennessee State University	Workshop for Habilitative Specialists	2,159.20	719.73	2,878.93
FY 1966 Seventeen	The University of Tennessee, Medical Units--Memphis	Cooperative Continuing Education in Medicine, Dentistry, Pharmacy, and Nursing Aimed at Community Health	15,000.00	5,000.00	20,000.00
FY 1966 Eighteen	The University of Tennessee, Department of Broadcasting Services	Public Dental Health Education by Television	9,000.00	3,465.34	12,465.34
FY 1967 Two	The University of Tennessee, Municipal Technical Advisory Service	Technical Assistance to Tennessee Municipal Officials	30,000.00	10,520.49	40,520.49
FY 1967 Eight	East Tennessee State University	Regional Economic Development Program	1,930.81	643.60	2,574.41
FY 1967 Eleven	Lambuth College	Family Services Bureau Development	19,866.00	6,625.62	26,491.62
FY 1967 Twelve	Austin Peay State University	Inservice Institute for Principals and Guidance Counselors	706.95	235.65	942.60

*See footnote on next page.

STATE OF TENNESSEE: TITLE I OF THE HIGHER EDUCATION ACT OF 1965

COMPLETED PROGRAMS (FY 1968)*

PROPOSAL NUMBER	INSTITUTION	TITLE	FUNDS FEDERAL	FUNDS MATCHING	TOTAL
FY 1968 Five	The University of Tennessee at Martin	Regional Youth Opportunity Institutes	$ 4,005.22	$ 4,005.22	$ 8,010.44
FY 1968 Six	Carson-Newman College	A Conference on Social Drama	3,500.00	3,500.00	7,000.00
FY 1968 Nine	The University of Tennessee, Center for Training and Career Development	Conferences on New Techniques in Urban Planning	1,665.31	1,665.32	3,330.63
FY 1968 Ten	Southwestern at Memphis	Seminar on the Urban Uses of the New Technology	5,000.00	7,808.01	12,808.01
FY 1968 Eleven	Memphis State University	Conference on Communication in Law Enforcement	3,395.27	3,395.27	6,790.54
FY 1968 Twelve	The University of Tennessee, Department of Conferences and Institutes	Arms Against Juvenile Crime: The Law, The Church, and The School	1,000.00	1,110.51	2,110.51
FY 1968 Fifteen	The University of Tennessee, Hearing and Speech Center	Teaching Communication Skills: A Seminar for Teachers and Habilitationists of Economically-Deprived Children	561.89	561.90	1,123.79
FY 1968 Sixteen	The University of Tennessee, Division of University Extension--Nashville	Seminars on Uniform Accounting and Financial Reporting for Volunteer Health and Welfare Organizations	686.65	686.65	1,373.30

*These programs were fully reported in the Second Progress and Evaluation Report presented to the State Advisory Council on November 15, 1968. No mention of these eighteen proposals will ever again be made in subsequent reports to the Council.

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